

**A STUDY OF LIVED EXPERIENCES OF ADULTS WHO WORK AND ENROLLED
FOR AET PROGRAMME AT THE FARM: THE FARM AT ESHOWE**

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Declaration of originality

Submitted in fulfilment / partial fulfilment of the requirements for the degree of

MASTER IN EDUCATION in the Graduate Programme in (**ADULT EDUCATION**),
University of Kwa-Zulu-Natal, Pietermaritzburg, South Africa.

I, **Khethokwakhe Goodman Chonco**, declare that

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List of acronyms and abbreviations

AET	Adult Education and Training
ABET	Adult Basic Education and Training
L2	AET Level 2
L3	AET Level 3
L4	AET Level 4
CLC	Community Learning Centre
CEPD	Centre for Education Policy Development
CBCs	Community-Based Cooperatives
CLCs	Community Learning Centres
CAT	Continuous Assessment Tasks
DHET	Department of Higher Education and Training
DOE	Department of Education
EU	European Union
ESTA	Extension of Security of Tenure Act
GET	General Education Training
GETC	General Education and Training Certificate
HRBDF	Human Rights and Business Dilemmas Forum
IEB	Independent Examination Board
ILO	International Labour Organisation
LLC	Language, Literacy and Communication
ML	Mathematical Literacy
MDGs	Millennium Development Goals
NASCA	National Senior Certificate for Adults
NAWS	National Agricultural Workers Survey
NFWM/YAYA	National Farm Workers Ministry
NGOs	Non-Governmental Organizations
NPC	National Planning Commission

NQF	National Qualification Framework
OECD	Organization for Economic Cooperation Development
PALC	Public Adult Learning Centre
PIAAC	Programme for International Assessment of Adult Competencies
PSET	Post-School Education and Training
PSTRE	Problem-Solving Skills in Technology Rich Environments
RSA	Republic of South Africa
RDP	Reconstruction and Development Program
SAQA	South African Qualification Association
SBA	Site-Based Assessments
SABC	South African Broadcasting Corporation
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Education Scientific and Cultural Organisation
WHO	World Health Organisation

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Abstract

The study investigated how lived experiences of farm workers enrolled for AET program as an adult learning strategy impacted on their new lived life. The effects of education and training for farm workers on agricultural productivity and subsequently suggest policy interventions that may facilitate the use of education to improve the lives of farm workers (Atkinson, 2013). Farm workers need to access education and training to realize their potential (Ferrer, 2013). Nevertheless, in the scope of this study, farm workers were presented as people being exploited due to lack of basic education which deprives them of their rights (Feinberg and Frijters, 2015).

The researcher studied farm workers who were enrolled for Adult Education and Training program (AET) with the low success rate due to a variety of presumed challenges as it was investigated in this study. The aim of the study was to investigate the lived experiences of farm workers enrolled for AET program and how education and training impacted on their lives.

The study was underpinned by the experiential learning theoretical framework which views learning as a process whereby knowledge is created through the transformation of experience (Kolb and Kolb, 2017). The lived experiences of farm workers play a vital role in impacting on their participation on AET classes. The study adopted a qualitative approach within the interpretive paradigm. Stratified purposive sampling was used to select the study participants. Individual semi-structured interviews as well as focus-groups interviews were used as methods for generating data. Inductive reasoning was used to analyze data in form of thematic analysis to answer the research questions.

Findings indicated that, farm workers lived experiences were influenced by the impact of low level of educational background. The overall experience on experiential learning on participation in AET classes may lead to achievement of literacy and new lived experiences. The findings indicated a variety of different education levels for different farm workers. The findings of the study indicated poor financial family background as a key factor for many farm workers having not achieved education at a young age. The findings showed that it was very important to understand adult learners' needs. Different learning styles were important in responding to adult learning needs. The study recommends trained and experienced AET facilitators, sensitization of AET on farmworkers, enactment of policies to promote AET and sufficient time to attend AET classes while working.

Chapter one

1.1. Introduction

This research report on empirical research undertaken at the farm, Kwazulu Natal Eshowe area. The intention was to study how does the lived experiences of farm workers impact their participation in the Adult Education and Training class. This chapter gives the description of the context of this study. This was done to lead the reader to the picture and the centre of which the study located. Followed by the background of the study with the clear discussion of the local and international views on education, illiteracy and historically static educational imbalances on farmworkers. The rationale of the study, problem statement, focus, aim, objective and research question, methodology and key concepts are outlined in this chapter.

1.2. The context of the research

Agriculture is a labour-intensive industry; hence, a lot of hope is put on agriculture in making an important contribution in job creation. The National Planning Commission believes that agriculture has the potential to create one million new jobs by 2030. Policies by the former governments fragmented education and training into different ethnic and racial sub-systems creating unequal allocation of resources. This resulted in poor quality education in black schools and the condemnation of millions of adults to illiteracy, effectively limiting the intellectual and cultural development of the country.

On the one hand, apartheid imperatives prescribe that, adult education provision was largely a second chance schooling system based on a primary or secondary school curriculum unsuited to the needs of adult learners (National Planning Commission, 2011).

The government of South African then put in place policies designed to limit access to education for blacks and paid very little attention to literacy. The consequence today is a legacy of some 9,4 million adults with less than 9 years of schooling, who express the desire with the ability to re-enter the education and training system (Shaw and Koch, 2015).

Between 36% and 53% of South Africans fall below the poverty line. Furthermore, poverty is overwhelmingly racial in character of which 95% of the poor are African; 65% of Africans live in poverty. Roughly 33% of the colored population live in poverty compared with 25% of Asians and 0, 7% of whites (Statistics Sa, 2014).

Since the establishment of the elected South African democratic government in 1994, visionary policies and programs, strategies for education, and training have been established supported by sound legislation. Compulsory education is the cornerstone of any modern, democratic society that aims to give all citizens a fair start in life and equal opportunities as adults. The 1996 South African Constitution guarantees the right of all South Africans to a basic education (RSA, 1996). Among educational legal frame works is the South African Schools Act of 1996 (SASA), which forms the legal foundation for schools in the country, making schooling compulsory for all learners aged seven to fifteen.

To be specific, education and training for farm workers is one of the central activities by the government. Policies describe the process of transformation in education and training as a system that serves all people in a democratic manner (DHET, 2015). The White Paper on Post-School Education and Training, DHET (2013) points out that, the Post-School Education and Training system key intentions are to ensure that individuals who were previously disadvantaged to attend a school or those who failed to complete schooling are catered for in this type of training. According to this Paper, Education and training liberates the social economic and psychological ability of a person to discover his identity and potential. Education and training fights poverty, ignorance and disease as well as inequality within societies and leads to employment and self-employment (Harris, 2011). Education has been described by DHET as a key factor in providing a route to address inequality among individuals in their society and within their space of employment (Khuluvhe, 2021).

This study found out that, there is a direct relationship between education and training of farm workers and the subsequent development. It further means that, education and training produces civilized citizens who send signals among themselves at an intelligent level making it possible to work out their economic and social relationships. This study focused on the lived experiences of farm workers and how learning in adult classes impacted on their experiences in their space of work at the farm.

1.3. Background of the Study

Some of the challenges facing South Africa as a country include low literacy levels, which hinder the development of agricultural and other basic vocational skills. The skills needed for agricultural production, food security and sustainable rural development include, literacy and numeracy skills, basic decision-making, and problem-solving, technical and vocational skills in agriculture. Other skills include, land and water management, leadership, planning and management skills, social, interpersonal and communication skills, negotiation and facilitation skills. Furthermore, critical thinking skills are necessary for fostering innovation and change. Food preservation and processing skills, marketing skills business, income-generating and entrepreneurial skills, the awareness of social, political and legal institutions are also necessary for effective participation in the civil society (Herndez and Gabbard, 2018).

Many of these skills could be considered the building blocks for success in the modern world and should be gained through primary and secondary education, vocational education and specifically designed educational programs like AET. Certainly, generating literacy amongst farm workers remains one of the greatest challenges to our investment in people (Visser and Ferrari, 2015).

Along with the provision of skills and the capacity to perform, the spin-offs of education and training go beyond the workplace and staff morale. People become agents of change and positive participators in the development of their communities. In South Africa, farm-working and farm workers have their genesis in the history of apartheid era. The background of farm workers may be difficult to explain because of their historical situations which might be linked with other factors in line with perceptions of marginalization. Botes (2014, p. 1) refers to farm workers as, “a group of the neglected segment in society, they are almost powerless, invisible groups of people with a lack of a public profile”.

The purpose of AET is to work towards improved, relevant, and effective teaching, research, and extension in the 21st century (UNESCO, 2011). Therefore, improving human capital working on a farm is very important. Shortage of trained human resources is a major limiting factor to development mostly by previously disadvantaged groups.

AET is destined as a strategy outlining the mechanisms for addressing identified disparities in education provisioning and access to opportunities. This is aimed at removing the barriers to equitable access and meaningful participation in development by all South Africans, particularly the previously disadvantaged groups like women and people with physical disabilities and the farm workers for the purpose of this study.

South African Human Rights Commission (2011) propounds that as much as many efforts have been done to redress the inequalities from the past, farm workers are still in general a form a vulnerable and marginalized group due to the vast number of social and economic conditions affecting them. Farm workers are declared as low income, low skills and low level of education (SAHRC, 2011). The neglect of farm workers stems from the way the agricultural sector in South African was developed from master and servant systems (Botes, 2014).

There are different meanings and origination of farm workers which clearly show that being a farm worker encompasses marginalization (Botes, 2014). When one is marginalized, this implies low chances that may be given an opportunity of privileges including proper education and training.

Historically, there is a certain percentage of population which is likely to be illiterate due to exclusion from basic education with an aim of making them mentally or physical handicap. In 1980s, it was clear from the official government statistics that the group enjoying the political, and economic privilege was those categorized as 'White' while the Black and Coloured were classified as indigents (Wedepohl, 1984). London (1999) determines that, "one (1) in five (5) black and coloured farm workers in Western Cape farms were unable to read and write" (p. 1408), National Planning Commission (2011) holds, this level of illiteracy has caused a burden in the public health and the education system in the province.

It seems clear that when one is marginalised there are position factors that negatively affect that individual. This is affirmed by limitations to basic benefits including education and training hence,

inflating the impact of illiteracy. As a result, marginalisation violated the fundamental freedoms of individuals including farm workers leading to classical exploitation by those surrounding him. This means that, the marginalised individual may not be able to rightly access the basic life information due to inability to read and write (Ferrer and Visser 2015).

Farm workers are challenged in accessing formal education while employed. Between 2015 - 2016 the average level of formal education completed by farm workers was 8th grade out of whom 4% of farm workers reported had no formal education, 37% completed 6th and lower, 19% completed 7, 8 or 9 (Henandez and Gabbard, 2018). One of the primary obstacles that farm workers are faced with concerning education is the fact that they are employed (NFWMYAYA, 2017). The nature of work they do is back-breaking labour with long hours spent at work. Their main concern is usually based on trying to survive because they are also paid sub-poverty wages.

1.4. The Rationale of the Study

Farm workers and their families face a unique set of challenges in accessing education. Many farm workers have completed relatively few years of formal schooling according to the National Agricultural Workers Survey (National Center for Education Statistics, 2013).

The average level of formal education completed by farm workers is eighth grade. Additionally, only 10% of migrant farm workers finish high school. This is partially due to lack of educational opportunities in their early years. (National Planning Commission, 2011).

The rationale for conducting this study was to investigate the lived experiences for farm workers who enrolled for AET and how education and training impacted on their lived experiences. Note should be granted however that, the level of education for farm workers is relatively low (Visser and Ferrer, 2015).

Khuluvhe (2021) confirmed that, 4.4 million adults across the South African population are still illiterate despite many efforts and interventions that the country has made. This implies that, there is a need to reconsider education and training for farm workers. Statistically, farm workers constitute one of the most exploited and neglected categories of the working poor (Muyebe, 2019).

The impact for attending AET classes by farm workers in relation to their lived experiences is of importance to this study. The intention is to establish whether being an adult learner impacts on

the lived experiences. Furthermore, from the findings of the study, results indicated the importance of education and training to farm workers.

The study made conclusions and suggested recommendations to partners like DHET, CLC, farm workers, farm owners, the government and Sector Education and Training Authorities to establish partnership links in educating low-privileged people. The study investigated and highlighted the challenges facing farm workers in accessing education and training in anticipation for a generation of debate leading to policy moderation, policy review and policy formulation to foster education and training of disadvantaged people like farm workers. Studying of farm workers who are participating in the AET class served as testimony to determine whether enrolling for AET had an impact on individual lived experiences.

Lastly, the study suggested interventions in providing education and training for farm workers through strengthened AET programs and other interventions from AET L1 to AET L4 through an Accredited Independent Exam Board (IEB) in partnership with the DHET. There was a feeling that, it was useful to create a platform through a research study to unpack the lived experiences of farm workers as adult learners in the AET

This study is grounded from my participation in AET programs for farm workers' training interventions in the farm at Eshowe area in Kwa-Zulu Natal. My involvement entailed the facilitation of learning through AET programs.

1.5. Problem statement

The Organization for Economic Cooperation and Development (2017), propounds that, AET occupies a central place in the development of the education and training system. Thus, it is believed that higher economic growth in South Africa may not be possible without addressing, among others, problems such as illiteracy and low education levels which are most prevalent in rural South Africa, and where Agriculture is the dominant economic activity in resolving both economic and human development (OECD, 2013a).

The agricultural sector employs the largest population making it the highest employment sector in the country. The sector is dominated by small holder production units which are confronted with challenges such as low productivity, low level of agricultural production among others In

terms of education, the human resource of the sector has the lowest level of education with majority having just up to basic education (Iqbal and Rehman, 2018).

Evidence suggests that the sector's low education level is what affect its contribution. Education which involves literacy and numeracy is thought to provide farm workers with skills, knowledge and ability to make efficient use of their resources in addition to innovating new ways of doing things (OECD, 2010-2011). The study therefore seeks to investigate the lived experiences of for farm workers enrolled for AET classes and how education and training impacted on their lived experiences.

The productive value of education has two main effects on agriculture: worker effect and allocative effect, Worker effects is described as increased output per unit change in education holding all other factors constant. With allocative effect, a worker is able to acquire information about cost and characteristics of inputs and interpret the information to make decisions that will enhance output. Hence, there may be a change in input and the farmer adopts methods which will otherwise not have been used (National Planning Commission, 2011).

In South Africa, the government is concerned with the lack of education for farm workers which presumably makes them be exploited because they are not familiar with their rights. Farm workers in South Africa are marginalised as a result of poor access to education and training thus, they do not understand the things that affect them, which makes it easy for employers to exploit them (Visser and Ferrer, 2015).

To Visser and Ferrer (2015), there are relatively few economically active people in farm areas who have education beyond Grade 12. Many are unemployed or discouraged work seekers in South Africa. This affirms the narrative that, the economically active farm workers 'population has a relatively low average level of formal education. Secondly, that relatively less educated people are the ones employed in farm areas. The purpose of the study was to investigate the lived experiences of farm workers and how education and training impacted on their lived experiences.

1.6. Focus of the Study

The study focused on the lived experiences of farm workers at one Eshowe farm in Kwa-Zulu Natal who enrolled for AET and how education and training impacted on their lives.

1.7. Aim of the study

The aim of this study was to investigate the lived experiences for farm workers enrolled for AET program. Assessment was made on how education and training through AET impacted on the lives of farm workers.

1.8. Objectives of the study

1. To investigate the lived experiences for farm workers enrolled for AET program.
2. To explore how enrollment for AET program by farm workers impacted on their lived experiences.
3. To find out how farm workers balance work, learning and family lives.
4. To establish the positive lived experiences of enrolled farm worker for AET program.
5. To explore the challenges facing farm workers.

1.9. Key research question

This study positioned itself to answer the key question,

1. How does the lived experiences for farm workers impact on participation for AET classes?

1.10. Sub questions

1. What are the lived experiences of enrolled farm workers for AET classes?
2. How does farm work impact on enrollment of farm workers for AET classes?
3. How do farm workers balance work, learning and family lives?
4. What are the positive lived experiences of enrolled farm workers for AET classes?
5. What are the challenges facing farm workers?

1.11. Research site

The study was conducted at a farm at Eshowe on the rural North Coast of Kwa-Zulu Natal. The farm is located 25 km away East of Eshowe town, 5 km off the main road. The farm boasts of hostels for housing some farm workers some of whom travel to and from to work. The common means of transport is road transport.

The farm has a total land area of 714 hectares which is arable land. The farm is in the sub-tropical, summer rainfall belt suitable for the cultivation of citrus, macadamias and bananas. The farm boasts of enough buildings which provide a spacious learning space for AET classes. There are training interventions that take place within the farm such as Adult Education and Training program. This study was conducted to investigate the lived experiences for farm workers enrolled for AET. Assessment was made on how education and training through AET program impacted on the lives of farm workers.

1.12. Key Concepts used in this study.

For the purpose of this study, the concepts below would refer to.

1.12.1. Adult Education and Training. The program that is designed to take a crucial role in ensuring the education preparation of farm workers, researchers, educators, extension staff, and members of agribusinesses and others to make productive contributions by offering literacy and general education and training to farm workers.

1.12.2. Adult learning: The way and process that enables adults to learn new techniques and information.

1.12.3. Farm workers. People living and working on commercial farms in South Africa. People considered to be caught in a cycle of poverty, People who rely on multiple livelihood strategies to alleviate risk and to survive.

1.12.4. Lived experiences: Day to day living conditions for farm workers punctuated with poverty, which is not only financial poverty, but also expressed by lack of access to services, inadequate housing, poor nutritional status, sanitation facilities and a high illiteracy rate.

1.13. Research Methodology

The study was conducted by employing qualitative design. This was chosen because it enables a researcher to identify and understand selected issues through the information that is received from the data collected. It gives a researcher an opportunity to be involved in a situation or issue being studied. This is an advantage to the researcher because of not relying on the figures as applied on the Quantitative design. The deeper understanding of the phenomenon through discoveries from

participant's deeper engagement leads to findings that are not generalized but to findings that are based on the in-depth investigation from participants (Chilisa and Preece, 2005)

The paradigm to be employed is the interpretive paradigm. Chilisa and Preece (2005) state that interpretivist believe that the truth lies on human experiences. The study is based on the lived experiences of adult being studied. Knowledge is subjective to their experiences and the way they construct their minds.

The study research approach is in a form of a Case study. The aim of a Case study approach is to study one phenomenon in one group. The purpose of a case study is to provide a holistic description of those in a particular phenomenon (Chilisa & Preece, 2005). It also provides a general description on what is like to be in a particular situation (Bertram & Christiansen, 2014).The participants in this study are workers who find themselves in the middle of situations to live, work and study.

1.14. Methods of data collection

The Data Collection methods to be applied are Semi structured interview, focus group and structured interviews. The reason for both semi structured and focus group is to develop a platform to gain understanding about farm workers lived experiences. Further data collection method was used to establish socio-economic information that can guided the discussion on both focus group and semi structured interview.

1.14.1 Semi-structured interview

Semi-structured interview enabled the researcher to have a focused interview which had questions that are found in the interview guide (Chilisa & Preece, 2005). They outline the issues to be covered and focus on them. The sequence of asking the question is not always followed in all informant but it important that the researcher covers all the questions that are prepared for interview (Chilisa & Preece, 2005). This inconsistency of asking questions may be caused by the domination of a certain topic during the interview and lead to another topic which does not follow at that time. Flexibility was very important and so as focus was important to cover all intended questions.

1.14.2 Focus group

The main aim of this technique was to give farmworkers as participants a chance to share and the researcher to gain an insight within their lived experiences while attending the AET classes. It is in a form of a technique that effectively “supply information on how people think, feel or act regarding a specific topic” (Freitas, Oliveira, & Popjoy, 1998, p. 4). The application of focus group allowed a researcher to collect an appropriate amount of data in a short period. This technique further permitted a richness and flexibility in collection of data which is not always possible when using a single instrument (Freitas, Oliveira, & Popjoy, 1998). This study gave farmworkers a chance to share different views on their lived experiences and, the researcher made use of recording device to ensure effective transcription of data. Furthermore, there was one fieldworker who was there to assist the researcher in the taking of notes while conversation flows.

1.15. Sampling

The sample of this study selected using Stratified purposive sampling. The study’s population is determined by workers who work and enrolled for the AET programme. The sample consisted of twenty-two (22) farm workers and two (2) farm managers based on their knowledge and experience about the topic. The farm workers were considered because there are the ones for which the study is focused. The farm managers were the overseers, supervisors or administrators of the farms.

1.16. Data analysis

Data analysis was conducted through thematic analysis. According to Bertram & Christiansen (2014) thematic analysis aim is to start from the raw data that will be collected, from there detect pattern that will lead to development of themes. The categories and coding of data developed based on raw data processed and considered the literature associated with the study. This assisted in establishment of the impacts of lived experiences of farm workers while enrolled for AET,

1.17. Delimitation & Limitations

The purpose of the study was to investigate the lived experiences for adults (farm workers) enrolled for Adult Education Training (AET) program and to make recommendations on how

Education and Training through (AET) impacted on the lived experiences of farm workers. The findings of this study were interpreted in line with certain limitations and delimitations. There was a shortage of finance, time, and diversity of the respondents. In addition, time constrained the study in such a way that the interviews had to be rescheduled to accommodate the needs and availability of the participants. Furthermore, some participants were not willing to co-operate in providing the data sought,

In order to encourage co-operation of the participants, the researcher built a professional rapport with the research participants by earnestly explaining the purpose of the study before and during the research process.

Only one farm with few, managers and farm workers were studied. It is presumed that; a large amount of data would be obtained if a large sample was designed.

No comparison of findings between farms, managers or farm workers was made because this could cause conflict within data collected.

Resources, such as lack of an audio recorder, also limited the study. The researcher used a tablet and a smart phone for audio recording, sometimes the tablet was not audible enough. The researcher had to use written notes to supplement the other apparatus.

1.18. Conclusion

This chapter outlined the foundation of what the study entails. The introduction, background, rationale, and problem statement of the study were discussed. The main concepts used in the study were discussed in lieu of AET program for enrolled farm workers. The aim, objectives, research questions to be answered were also clearly stated for the purpose of this study. The next chapter discusses literature reviewed and theoretical framework that informed this study.

Chapter two

Literature review and Theoretical framework

2.1. Introduction

The previous chapter detailed the foundation of this study. This chapter intended to provide a review of relevant literature reviewed for this study. This chapter comprised of related literature reviewed on the lived experiences of farm workers enrolled for AET program, the historical perspectives for farm workers in South Africa, the legislation, and policies for adult education as well as literacy, adult literacy, adult learning and adult education and training. Further, the chapter also discussed education for sustainable development, education for sustainability, the theoretical framework, and the impact of adult education on enrolled farm workers. Literature on how farm workers balance work and family as well as the challenges facing farm workers was explored in this chapter.

The aim of this study was to investigate the lived experiences for farm workers enrolled for adult education and training program at one farm at Eshowe in the rural areas of Kwa-Zulu Natal. Creswell (2014) alludes the purpose of this literature review is to provide an understanding of the concepts relations. Hence, literature review on farm workers provided an understanding of their lived experiences, adult illiteracy, adult education and training and their implications on Adult learners. Creswell (2014) maintains literature review equips the researcher with credible knowledge about the topic of study in relation to other researchers in the same discipline. Literature review helps the researcher to comparatively assess the phenomenon in terms of result by other studies. Literature review is a systematic method for identifying, assessing, and analyzing the existing body of knowledge by earlier researchers, scholars and practitioners (Rowe, 2014). Literature review will provide an academic background, theories and relationships.

Literature review highlights the documents reviewed to ground the framework of research for the purpose of orientating the researcher within the works of other researchers, identifying the research gaps and shortfalls in the reviewed works and to explore linkages, nuances and relationships through a comparative analysis to weigh in the viability of the research topic, identify variables, definitions, giving differences or advantages and disadvantages of variables as well (Boell & Cecez-Kecmanovic, 2015).

In this chapter, the literature review related to this study was explored in detail. In this study, primary and secondary sources were reviewed to collect data. These included *books, dissertations, theses, journals, conference proceedings, magazines, articles, periodicals, reports, newspapers, presentations, policies, acts, curriculum documents, gazettes, general notices, bills, subject guidelines and assessment guidelines*.

Precisely, literature review blends the current assortment of finished and recorded work delivered by scholars, researchers and practitioners (Fink, 2020). It therefore implies that, literature review has an important role in acquiring an understanding of a topic based on what has already been done on it, how it has been researched (Hart, 2018).

2.2. Conceptualisation of farm workers

In Social Sciences, different concepts are defined differently by different scholars. However, there is a consensus of the key elements within the definitions that cut across the spectrum. South African Human Rights Commission (SAHRC, 2011) conceptualizes farm workers as those workers categorized and named based on their life and what their livelihoods revolve around.). Many adults in South African rural areas are part of farm workers (Meyer, 2012).

Human Rights Watch (2011) refers to farm workers as a group of a neglected segment in society; assumed to be powerless, an invisible group of people with a lack of a public profile. Bolt (2017) has a different view in understanding a farm worker. He views farm workers as a stereotyped and evocative label that intersects with and shapes people's terms of their livelihood.

Bolt (Bhorat & Stanwix, 2012) asserts farm workers are labor-wage dependent, with their families who work and live on white-owned farms offering labor as workers to refer to plant, tame, harvest crops and care for livestock on farms. Farm workers are those people living and working on a farm for a compensation from the master.

Eriksson (2017) revealed a disproportion amongst workers when determining who can be referred to as a farm worker. Eriksson (2017) further believes workers who are females, migrant and casualized laborers were not labelled as farm workers. He revealed the label farm worker is reserved for permanent, resident, and male workers. It therefore implies that, "a farm worker is someone who is seasonally employed in the agricultural sector who tends not to change residences throughout the year" (Anthony & Williams, 2010, p. 634).

2.3. The concept of Lived experiences.

Agriculture plays a pivotal role in human survival in terms of satisfying basic needs, specifically referring to the provision of food. Agriculture, and more specifically the farm worker community, plays a vital part in this regard. Farm workers are affected by many factors in their space of living and their working space. They experience a lot and at the same time there is a lot of direct and indirect marginalization. They are affected by their situations of being poor and they are affected by the environment of the farm on which they are trying to survive and make a living (Ndlela & Worth, 2021).

The farm workers' lives are characterized by poverty, underdevelopment, ill health, and psychological distress (Ferrer & Visser, 2015). Farm workers daily experiences on a commercial farm is explored and described with the aim of arriving at an understanding of their specific experience. It is assumed that their experience and environment is entrapping. Living conditions and livelihoods of farm workers are presented with realities on the ground as a narrative that farm workers living conditions is a concern as stated in the aim of this study.

Experience is defined as the lived, first-hand acquaintance with, and account of, the entire span of our minds and actions, with the emphasis not on the context of the action but on the immediate and embodied, and thus inextricably personal, nature of the content of the action. Experience is always that which a singular subject is subjected to at any given time and place (Osborne & Cunningham, 2014).

Individual experience is seen as unfolding within the context of social and material interactions in which a subject is engaged and under the conditions defined by the subject's physical state at a given moment in time (Petty & Thomas, 2014).

Lived experience is a fundamental unit of analysis defined as an on-going process which is known from within by individuals (Hoerger, 2016). Lived experience derive from the phenomenological tradition and is rooted in the enactive approach of cognition.

Lived experiences describe an event or experience that a person has been part of. A person who has lived a certain event has an understanding of how that event in his/her life unfolds which led to an experience (Hoerger, 2016).

Lived experience is a representation and understanding of a researcher or research subject's human experiences, choices, and options and how those experience have shaped the life of the individual in any given context (Given, 2018).

Naidoo (2011a) describes lived experiences as one's personal reflection about things in the world. He further explains that individuals have a conscious relationship with their environment, either external or in their memory, which is interpreted, and meaning is developed about it. Lived experiences of individuals can thus, be described as a person's subjective understanding of everyday experiences and how meaning is constructed consequently.

Naidoo (2011b) described lived experience is an active and passive, holistic, experience situated in a complex temporality, and partly pre-reflective. The lived experience of farm workers requires a second-person perspective which constitutes descriptions of lived experience through a relational process.

The farmer and the farm worker are usually referred to as employer and employee. Historically, the farmer seems better off than the farm worker in terms of their work relations and their livelihoods. The challenges that affect the farmer tend to escalate to the livelihoods of the Farm worker as well. Climate change has a contribution to the livelihoods between the farmer and the farm worker due to its extensive, human and environmental losses (Kruger & Wentik, 2018).

The farm workers lived experience, is described by lack of tangible and social resources, their geographical and social isolation, the uneven transformation of traditional employment relations and a sense of powerlessness, an inability to influence their circumstances (Depraz, 2012).

The experience of each subject forms a whole encompassing and intertwining the individual activity and the material and social situation. Hence, each subject (farm worker) constructs her own experience through participation in different communities like school, work, family and friends through interaction with others and by using many cultural pre-constructs tools, languages, norms, values, knowledge and techniques. Each individual experience is socially constituted, and other subjects are to some extent always present. Therefore, we consider each individual experience at every moment as an individual-social phenomenon. (Mabela, 2012).

The significance of this category to the study is that the scale of the farm defines the reliance and how sustainable is livelihoods of that farmer and those who depend on them are which may have effects when farm workers participate in learning.

Lived experiences describe an event or experience that a person has been part of. A person who has lived a certain event has an understanding of how that event in his/her life unfolds which lead to an experience. This explains that, lived experience is a representation and understanding of a researcher or research subject's human experiences, choices, and options and how those experience have shaped the life of the individual in any given context (Given, 2018). Social service delivery in remote areas thus, poses special challenges to farm workers.

2.4: Historical perspectives of farm workers

Black, colored farm workers and their families on commercial farms rank among the most vulnerable and marginalized groups in South Africa. Their on-going dire situation has been highlighted by numerous reports both in the academic and non-academic sectors in recent years.

Historically, farm farmers are black tenants with a white landlord, with great social distance between them (Mabela, 2012). The term farm workers refer to farm workers and their families living on a farm where the workers are employed.

The current social and economic problems faced by South African farm workers stem from a long history of factors like, colonialism, segregation, apartheid and, more recently, post-apartheid perceptions and marginalization by political and economic power bases.

Factors impacting on social service delivery, and therefore hampering on development, include; apathy, poor motivation, lack of adequate and sustainable funding of projects, vast distances between the homesteads, lack of transport; and lack of capacity to manage the affairs of a community project. Service provision to farm workers in terms of basic service delivery, transport, health care, housing, education and social services is indeed lacking dearly (Young- Hauser & Maramnco, 2015).

The present-day destitute situation of farm workers is a result of colonization, segregation, apartheid, capitalist development and post-apartheid development thinking. Virtual enslavement of the indigenous Khoisan inhabitants into the colonial economy and later of the black and colored

population into the mining industry and farming enterprises denied them dignity and self-determination (Mabela, 2012).

Racially discriminatory laws preceding from apartheid, such as the Natives Land Act of 1913 and the Native Trust and Land Act of 1936, restricted the majority of the population to 13% of the land in rural areas. The remaining 87% of land was designated for white South African ownership (Greenberg, 2013b). The loss of access to land destroyed agricultural and land-based livelihoods of the majority of South Africans, forcing previous black farmers into wage labour on white-owned farms. This situation also resulted in farm workers and their families lacking rights and legal redress, and facing on-going poverty as well as income and residential insecurity.

The plight of farm workers is embedded in the way the sector was developed from the master and servant system. This involved a process that moved through the extension of labour laws to farm workers, the establishment of minimum wages, the provision of services in rural areas to the vocational direction of farming that evolved in recent times.

2.5: Legislation and policy on farm workers

United Nations Educational, Scientific and Cultural Organization third world report on Adult learning and Adult Education stresses the development of policies aimed at educating and developing citizens is of crucial importance as a result of the contemporary societal characteristics, the global demographic changes, the intense rhythm of immigration, the rapid development of technology and the increase in the unemployment rate (UNESCO, 2015b).

The government of South Africa is focused to redress the past social injustices including high levels of illiteracy to all people including farm workers. There is commitment to foster adult education and training programs through policy formulation to respond to adults' on-going need for life-long learning. It is the intention of the government of South Africa to participate actively in policy-review, formulation and implementation for the needs of adult education and training to be addressed (Dhet, 2013).

Policies aim to help practitioners and planners to promote, implement, monitor and evaluate AET programs and to ensure that AET programs occupy a central place in the development of the education and training system. This needs to be considered as a core responsibility to provide education to all adult learners in South Africa (Dhet, 2013a).

Policies contribute to the development of an ongoing process of creating an enabling environment within which AET practitioners, government, non-governmental organizations (NGOs) and other providers in the economic sector, can continue to co-ordinate their efforts and co-operate across sectors. It is anticipated that these efforts may generate sufficient public and private will to implement AET system in which all parties contribute to the full realization of the potentialities of adult learners.

The aim of legislation and policy in this sector is to provide a platform for farm workers to express their rights, concerns and opinions, to enjoy the freedoms granted to them and to participate in decision-making processes. UNESCO (2014b) shows that, policies supporting adult education are universal, comprehensive, inclusive and integrated. In particular, the universal approach lies in the fact that adult education is originally an integral part of lifelong learning. As far as policies are concerned, inclusive policies should provide equitable access to learning opportunities and strategies without discrimination (UNESCO, 2016b).

Comprehensive policies, governmental structures and institutions should address learning in a wide range of spheres, including the economic, political, social, cultural, technological and environmental. Additionally, the impact and diagnostic assessment of national adult education policies need to bear a far-fetched approach to both labor market, personal and social needs.

2.5.1: Adult Education and Training Act 52 of 2000

The Adult Education and Training Act 52 of 2000 was inaugurated purposely to; (1) regulate adult education and training; to provide for the establishment, governance, and funding of public adult learning Centres (2) provide for the registration of private adult learning Centres (3) provide for quality assurance and quality promotion in adult education and training (4) provide for transitional arrangements; and (5) provide for matters connected therewith. This policy therefore provides for the offering of education and training to all adults including farm workers.

2.5.2: The Constitution of the Republic of South Africa of 1996

The Constitution of the Republic of South Africa of 1996 as a supreme law of the country provides and protects the rights of all people in South Africa. Human rights are applicable to all people, by virtue of being human and everyone is born with these rights including farm workers. Chapter 2 of the Constitution contains the 27 rights that are collectively called the Bill of Rights and are inherent to all human beings. Farm workers and their families are entitled to the rights in the Bill of Rights, including all rights that are applicable to other workers. This implies that, providing education and training for farm workers is a fundamental right enshrined in the constitution.

2.5.3: The Basic Conditions of Employment Act (Act No. 75 of 1997)

The Basic Conditions of Employment Act (Act No. 75 of 1997 Sectoral Determination 13: Farm Worker Sector, South Africa. This is another legal framework which provides guidelines related to the requirements for employment of farm workers. The legislation focuses on remuneration, minimum wage, administration of salaries, deductions, hours of work per week, pay overtime, Sundays, and public holidays among others.

2.5.4: The Labour Relations Act (Act No. 66 of 1995)

The Labour Relations Act (Act No. 66 of 1995) aims to promote social justice, economic development and labour peace for all workers including farm workers.

2.6: Identifying the need for adult education

In a competitive global economy, education has become more vital for personal and national financial health. Adults have become an integral part of the total enrolment composition within higher education institutions for a multitude of reasons. (DHET, 2013a). The 21st century, purposes life in terms of well-being. Nonetheless, well-being involves more than access to material resources, such as income, wealth, jobs and earnings, and housing. Well-being is concerned with the quality of life, including health, civic engagement, social connections, education, security, life satisfaction and the environment. Access to all the above ascertains the realization of inclusive growth.

The OECD Education 2030 contributes to the UN 2030 Global Goals for Sustainable Development (SDGs), assumes to ensure the sustainability of people, profit, planet, and peace, through partnership. Global trends affect human lives leading to an initiation of global discussion and the emergency for a global call to search for local and global solutions to the problems facing marginalized people like farm workers (UN, 2012). This implies that, education is a key tool in transmitting civilization to people including farm workers. Hence, there a need for farm to initiate the purpose of education to the farm owners.

2.7: Related Studies on Adult literacy

The aim of this study was to investigate the lived experiences for farm workers enrolled for AET program. This section considers different studies that engaged in basic literacy programs such as AET and Adult Basic Education and Training (ABET) among others.

Van Wyk & Frick (2014) carried out a study on learners that have already gone through the process of being literate, learners who were in a post-literacy stage. This study relates to the study of farm workers because it was purposed to establish whether the process of participating in Adult and Education and Training (AET) classes changes the level of literacy and ones lived experiences.

It is suggested that the need to study the learners who have gone through the illiterate process to being literate might help the different institutions to establish whether intervention is done to transform people's illiteracy and the assumed impact on poverty reduction, social transformation, community sustainability, economic and political development in the lives of those learners.

The findings of the study showed that learners who participated in the program of Post Literacy (PL) had their lives changed in relation to their self-image and self-confidence when standing in front of the group or audience. From this study, there was evidence of social empowerment to learners for they were able to assist their children with homework and school projects.

Another aspect that was developed by the learners was the response of family and friends who were proud of them. When children saw their father able to read books and newspapers in their spare time it was overwhelming (Van Wyk & Frick, 2014)

Desmond (2003) is another related study that looked at reading as a valuable skill in lieu of family literacy. The aim was to look at the parent's attitude towards early childhood development and changes of parent's role in the early childhood development at their homes when they were with

their children. The study relates to this study in relation to female farm workers who are enrolled for AET.

The findings of the study showed it was clear that the family literacy had a very positive impact on women participating AET. Participating women were able to speak freely about their children's activities with evidence of behavioral change on what to cater for in their children's learning activities. From the study findings, there was evidence of pro-activeness, engagement with children driven by the different stimuli of being part of the project. Involvement plays a role in ensuring that participating adults (women) facilitated learning activities to their children for early child development. The study therefore affirms the relationship between education and behavioral changes thus, creating an impact to the participants.

2.8: Theoretical Framework

The theoretical framework that guided this study is experiential learning. A theoretical framework “is a logically developed and connected set of concepts and premises developed from one or more theories that a researcher creates to scaffold a study” (Lara, p.5, 2019). Experiential learning theory provided the grounding of this study. The lived experiences informed the participation of farm workers in the AET class.

2.8.1: Experiential learning

A common usage of the term experiential learning defines the concept as a particular form of learning from life experience; often contrasted with lecture and classroom learning. It is a type of learning where a learner is directly in touch with the experience being studied (Kolb, 1984). The theory is termed experiential learning due to the central role experience plays in the learning process. Growth Engineering (2021, p. 2) considers experiential learning as “a learning process whereby knowledge results from the combination of grasping and transforming of an experience”. Knowledge is created through the transformation of experience (Chan, 2010). Based on the above indication, learning and experience interlink because through experience effective learning is achieved.

2.8.2: Assumptions of the theory

Kolb (1984) theory presupposes that.

1. Learning is best conceived as a process, not in terms of outcomes.
2. All learning is re-learning.
3. Learning is best facilitated by a process that draws out the students' beliefs and ideas about a topic for examination, testing and integration with new, refined ideas.
4. Learning requires conflicts resolution between lived experiences of a learner.
5. Learning is a holistic process of adaptation to the world experiences. Not just the result of cognition.

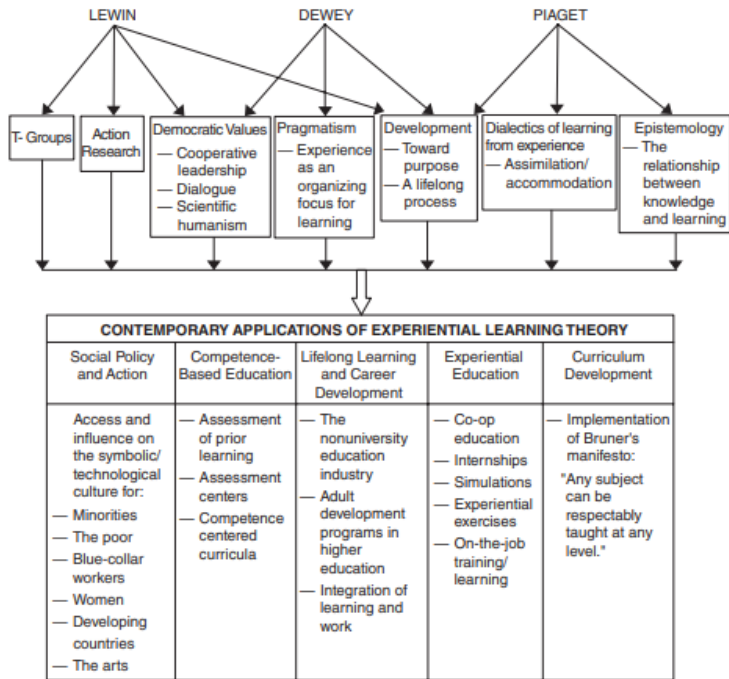
The above assumptions are justified by John Dewey.

“Experience is already overlaid and saturated with the products of the reflection of past generations and by-gone ages. It is filled with interpretations, classifications, due to sophisticated thought, which have become incorporated into what seems to be fresh naïve empirical material. It would take more wisdom than is possessed by the wisest historical scholar to track all off these absorbed borrowings to their original sources” (Dewey, 1925, p. 40).

This implies that learning involves the integrated functioning of the total person' thinking, feeling, perceiving, working and behavior resulting from synergetic transactions between the person (farm workers) and the prevailing environment (lived experience for farm workers). This affirms the assumption that, learning is a process of creating knowledge whereby social knowledge is created and recreated in the personal knowledge of the learner (farm worker).

Kolb and Kolb (2017) illustrate the experiential learning by the graph below.

Figure 1: Three Traditions of Experiential Learning



Source: Extracted from Kolb and Kolb (2017)

2.8.3: Experiential learning according to Kolb

Kolb’s (1984) experiential learning cycle remains the most widely influential and cited model of experiential learning theory (Fairbanks, 2021). Kolb (1984) theorized that, if learners are to be effective, they need four different kinds of abilities namely; (1) concrete experience abilities (CE) (2) reflective observation abilities (RO), (3) abstract conceptualization abilities (AC) and (4) active experimentation (AE) abilities. Learners should be able to involve themselves fully, openly, and without bias in new experiences (CE). They must be able to reflect on and observe their experiences from many perspectives (RO). They must be able to create concepts that integrate their observations into logically sound theories (AC), and they must be able to use these theories to make decisions and solve problems.

Knowledge is a transformation process which can be continuously created and re-created. Learning uses prior interpretation to construe a new or a revised interpretation of the meaning of one’s experience to guide future actions. These actions include not but not limited to decision making and association, revising a point of view and producing a change in a behavior.

This underlines the aim of this study to investigate the lived experiences for farm workers enrolled for AET programs on a farm. The purpose of the experiential learning theory currently is to offer an insight on assessment of the impact of AET on the lived experiences of enrolled farm workers.

Kolb's experiential learning present learning in a cycle of stages. Learners' learning needs are seen as a priority on interactive learning which requires a learner to think critically so that confusions can be unpacked. The idea of experiential learning examines the form and process of learning that could be claimed to be distinctive to adults. The center of learning is the experience that is practiced by people within their activities and societies.

The above explanation affirms that experience should not be thought of as something that can just be decided rather culturally framed and shaped. Adult learning is based on the ideologies that come with peoples' culture and how people make meaning of it.

In this study, note should be granted that, it is of imperative to understand how they lived experiences of farm workers impact on the way adults learn. These processes indicate that reflective and experiential learning is context-based. This means that, adult ways of learning are influenced by the space, culture, experience, and ideologies that they are associated with.

Cognitive practical experience also plays a role in learners understanding and experience as developed by Kolb, (1984). The cycle requires the resolution of conflicting modes of adaptation to the world. Through these cycles, learning is made with different learning styles that cater for the uniqueness of each learner. Experiential learning provides learners with an opportunity to experience concepts first-hand and while giving learners a richer, meaningful understanding of course concepts and how they operate in the real world (Kolb and Kolb, 2017).

The way adults think is something that needs to be noted. Dewey (1963) believes thinking undergoes a certain process which starts from confusion to a stage where a learner can make an informed decision. Thinking stages help in the learning process through different learning styles. Kolb and Kolb (2017) view experience as a subjective awareness of a present situation, the meaning of which is partially determined by individual learning.

He further maintains that experience is made up of two modes, *Firstly*, one is directly through the senses and *secondly* the other one is based on linguistic experiences. These experiences and critical

reflection in this study help in providing guidelines on underpinning the establishment of the impact and challenges or benefits that are experienced by the farm workers.

The importance of different learning styles is emphasized because each cycle requires a learning style that may cater for that cycle to ensure effective learning is achieved. This model proves that learning cannot be fixed on a physical thing, but a lot of interaction is required to enable the learners to determine their position of knowledge from prior life experience and self-concepts on their current learning level (Calvert, 2021).

2.8.4: Experiential learning cycle

Kolb believes that effective learning is a cyclic process that involves experiencing, reflecting, thinking and acting (Growth Engineering, 2021).

Figure 2: The Experiential Learning Cycle according to Kolb 2017



Source: Extracted from McLeod, 2017

The relevance of Kolb (2017) cycle stages of experiential learning to this study of investigating the lived experiences for farm workers enrolled for Adult and Education and Training (AET) program is that farm workers learn in the ambits of their lived experiences (learning and working). They experience learning within their lived experience. In other wards., they have to appreciate their living conditions. After conceptualization of their experiences farm workers learn as they practice the new skills, knowledge, and applied competencies for new changed behavior as a result of learning a new experience.

The experiential learning cycle starts with a learner having a new experience or re-interpreting of situation which can lead a learner to reflect on those real experience and move to the stage of thinking of possible ways to accommodate this experience. Having a chance to reflect, think and transfer their thoughts into actions results in the construction of learning or new experiences (Asiri, 2022). Effective learning only occurs when a learner can execute all four stages of the model. A single stage of the cycle is not effective as a learning procedure on its own (McLeod, 2017).

2.8.5: Studies on experiential learning

Arnold and Paulus (2010) conducted a study using social net-working site for experiential learning appropriating lurking, modeling and community building. The purpose of the study was to investigate how future teachers might teach experience using technology (Asiri, 2022). Through the use of experiential learning as a frame-work, the process allowed teachers to reflect and think about any future potential challenges that their learners might face (Asiri, 2022).

In their study, key findings indicated that experiential learning activities can model learners using technologies such as Ning. Learning activities helped the participants in their study to identify the limitations and possibilities of using technology in their own teaching and the tradeoffs this approach entails. Another finding of the study was that, experiential learning may be used as a frame-work as well as a research designed in a case study.

2.8.6: Implications of the concept of experiential learning on education

McLords (2017) maintains learning stages and cycles could be used by teachers to critically evaluate the learning opportunities that are typically available to learners in order to develop more appropriate learning opportunities. Experiential learning may be used, outlined, and reiterated as a way of thinking and approach to new experiences in teaching and learning contexts. Learners can transform their life experiences and daily challenges into a more constructive source of knowledge by following the learning stages (Asiri, 2022).

Teachers need to ensure that learning programs are conducted and managed in ways that allow each learner to participate effectively. For research purposes, researchers may use the same stages and sequence in a study to gain a better understanding and to make conclusions about their area of study. Experiential learning and its cycle may empower them to both cognitive and non-cognitive

levels if aligned appropriately on adult learners (Peterson, 2019). Lastly, experiential learning may give adults the real-world experience they need to contextualise their new skills, develop new ideas and apply those skills. And ideas (Peterson, 2019).

2.9: Skills needed at the farm

All nations the world over is seeking for avenues to address the dominant social and economic challenges of unemployment, inequality, poverty, ignorance, skills shortages and diseases, among others. The quality of human resources is regarded as a major contribution to economic development. It does not rely on the intellect only, but also on the character of the worker. Therefore, human capital should be outstanding with regard to the personality that is holistic in nature where the individual worker is knowledgeable, confident, adheres to good and high moral values, ethical, well mannered, polite, disciplined, dynamic, innovative, creative, inventive, healthy, patriotic, fair, progressive, courageous, motivated, and competitive (Othman and Amiruddin, 2010).

The skills needed for agricultural production, food security and sustainable rural development include, literacy and numeracy skills, basic decision-making and problem-solving, technical and vocational skills in agriculture. Other skills include land and water management, leadership, planning and management skills, social, interpersonal and communication skills. Furthermore, negotiation and facilitation skills and critical thinking are necessary for fostering innovation and change.

Other skills needed include food preservation and processing skills, marketing skills, business income-generating and entrepreneurial skills, the awareness of social, political and legal institutions that is necessary for effective participation in civil society (Herndez and Gabbard, 2018).

These skills could be considered the building blocks for success in the modern world and should be gained through primary and secondary education, vocational education and specifically designed educational programs like AET. Achieving these skills, could make farm workers functional employees and contributing citizens to the economic and social sector.

The above perspective underlines the role education and training through AET program could play in changing the lived experiences for farm workers. As a result, farm workers enrolled for AET program may respond differently to their environment in terms of input and output for personal, community and the general adherence to their lived experiences.

2.10: Education for farm workers

The high rates of income inequality in South Africa have widened the poverty gap as a result of the inability to access human capital development through education and training. This explains the importance of emphasizing education as a strategy to address the challenges facing farm workers through the promulgation of alternative structural adjustments and policies for education provisioning.

Education has a vital role to play in developing the knowledge, skills, attitudes and values that enable farm workers to contribute to and benefit from an inclusive and sustainable future. United States Agency for International Development (2014) holds education involves a systematic and regulated process of transferring knowledge and experience from one generation to another. United Nations Development Programme (UNDP) (2000) refers to education as a process of developing within children the necessary intellectual, social and physical skills that would enable them to be productive citizens, capable of meeting the demands and challenges of society.

Narratives assume learning helps to form clear and purposeful goals, work with others with different perspectives, find untapped opportunities and identify multiple solutions to big problems. Education influences agricultural productivity both directly and indirectly. Directly, education equips farm workers with skills, knowledge, and abilities in terms of numeracy and arithmetic as well as functional operations like reading, speaking, writing and another general knowledge.

Education needs to do more than preparing young people for the world of work. Education needs to equip intended students with the skills they need to become active, responsible and engaged citizens. The government of South Africa is concerned with the lack of education for farm workers which makes them exploited because they are not quipped for their lived experiences. Farm workers in South Africa are marginalized because they have limited access to education and they have little understanding of the things that affect them, which makes it easy for farm owners to exploit them.

Education plays a vital role on agricultural productivity. Visser and Ferrer (2015) holds the population of farm workers have a relatively low average level of formal education beyond Grade 12. International Labour Organisation (ILO) (2011) views education as a means of helping an individual acquire the necessary knowledge, habits and attitudes needed in life. There are three main ways education contributes to agricultural productivity namely, (1) improvement in farm worker's skills (2) enhancement of farm worker's ability to obtain, understand and utilize, new input, and (3) improvement in overall managerial ability. Thus, education influences agricultural productivity through improving the ability of farm workers level of education to take charge of their lives and work in making decisions concerning the selection of input and the combination of input for better output.

An example may be given from Bangladeshi where one study was conducted on farm workers who were enrolled for adult education program. The study found out that, schooling has positive effects on agriculture due to the skills of literacy and numeracy that empowered farm workers to better understanding into agricultural issues (Mayo, 2014).

The effect of education on agricultural productivity can also be described as cognitive and non-cognitive. Cognitive effects of education comprise of basic literacy and numeracy that farm workers achieve from education. Literacy enables farm workers to read and understand instructions on inputs such as chemical fertilizers and pesticides among others. Numeracy allows for the calculation of the right proportion of inputs to be combined to get the desired output.

In non- cognitive effects however, there is a change in the attitude of farm workers who attend AET classes in terms of punctuality, teamwork, timeliness and adhering to schedules. There is also an assumption that, "education brings a change in farm workers behavior making them more aware of new life patterns and practice The above explanation underlines the need for farm workers to acquire the necessary skills, values, knowledge and attitudes, applied competencies and general knowledge to be able to change their circumstances. This may be acquired through adult learning programs.

The above background affirms that; education is one of the fundamental contributors to development. Education drives economic development through labour productivity, poverty reduction, trade development, technological advancement, health, income distribution and family

structural development. Furthermore, education lays the foundation for development, upon which economic and social wellbeing are structured.

It is therefore imperative to assert that, education shapes development through the provision of skills and knowledge and the responsiveness to the needs of the economy to employ educated labour (World Bank, 2012). In this vein, farm workers are not exceptional in acquiring education to better their lives and subsequently impact on their lived experiences.

2.10.1: Adult education

The goals of Adult Education are clearly spelt out, one of them is to provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or did not complete primary education. These include the nomads, migrant families, the disabled and other categories or groups, especially the disadvantaged gender including farm workers (Zeelen and Van der Linden, 2013).

South African Human Rights Commission (2011) states that farm workers mostly live on a farm, and some reside in areas across the farm of which they are employed. The fact that farm workers live and work in one area, creates a limitation to access education and other opportunities for advancement as they have only skills and knowledge that is relevant to the farm for which they work (SAHRC, 2011).

Adult education is a process for adults to gain new knowledge, skills, attitudes and/or values. A good starting point to start conducting adult education is the workplace through practice. The workplace becomes the school or the place of learning. It is a cost-effective approach, instead of getting a new place to teach adults, a portion of their workplace is dedicated for training purposes. Other places of learning include Colleges, Schools, Universities, Libraries or life-long learning Centres.

Peterson and Ray (2013, p. 81) notes that, “learning needs for adult are different from those for children because adult learners attend classes voluntarily and appreciate the intrinsic merits of learning and learn according to their needs and problems rather than focusing on a subject”. Adult learners learn to incorporate their life experiences with the new learning experience so that meaning can be made.

Educating adults is different from educating children, due to the following factors (Alhassan, 2012);

- Adults have accumulated knowledge and experience which has been gathered over the years through their work experience, which may add to enhancement of the learning experience.
- Because this type of education is usually voluntary, the participant's motivation for education comes from within; adult learners commit themselves to this self-motivated task.
- Adult learners apply their knowledge and expect that the knowledge they will get, may help them at work, whether to get a better pay scale, promotions at work, work efficiently with a better understanding than before or to help them achieve their goals and objectives
- In some cases, adults who dropped out of schools and/or colleges, come back to complete their studies. The timings of educating adults are flexible; they are tailored and adjusted, according to the work schedule of the person in question. Adult education is essential to bring a good and long term, sustainable progress to society (Alhassan, 2012).

As a result, farm workers need to re-define their work profile and strengthen it with the skills that may allow them to respond to the mental, physical and emotional demands of the new labor market (Panagiotopoulos and Karanikola, 2017). Education can act as a growth mechanism and a luxury ancillary factor. Thus, training and educating potential professionals becomes a matter of major importance and a reference point for the policies of international organizations. World Economic Forum (2016) propounds that, education may also relieve the citizens from the un-favorable conditions under which they live. As a result, adult education is one of the main ways of assimilating global socio-economic and cultural changes. Its benefits include ensuring a decent standard of living, increasing opportunities for finding, maintaining or changing work, improving self-confidence, changing attitudes and perceptions, enhancing social cohesion and involving citizens in social and political life (UNESCO, 2014b).

According to UNESCO (2015b), adult education equips people with the skills needed to exercise and realize their rights. Adult education also promotes personal and professional development, supports active participation in society, community, and environment. At the same time, education contributes to sustainable and inclusive economic growth (Panagiotopoulos and Karanikola, 2018a).

Over the last decades, the aim of adult education was to ensure the knowledge and skills of adults are adapted to the contemporary work environment (Obingeli and Ukamaka, 2022). This is because formal educational institutions find it difficult to respond to modern challenges. Such a challenge may be addressed through the flexible learning programs like AET among other programs.

UNESCO designed an approach in the period 2014-2021 to address serious qualitative shortcomings of human resources in education for the purposes of emphasizing on alternative means of providing education through the dissemination of good practices (Panagiotopoulos, Pertesi and Karanikola, 2018b). As a result, UNESCO participated in the Education for All (2012-2015) program, whereby national governments were urged to strengthen the moral and professional status of adults by allowing them to active participate in training networks and actions (UNESCO, 2012 / 2015a).

2.10.2: Adult learning

The rapid development of technology has led to major changes in the workplace, resulting in a change in wages, productivity, working conditions and relationships, types of occupations and organizational models (United Nations Human Development Report, 2015). Adult learning is the way and process that enables adults to learn new techniques and information. As a process, adult learning considers the way a child learns from the way adults learn. Adults learn the way they learn (Huda, 2014).

To Maslow this is andragogy. Andragogy is a technique that is used to teach adults. There are clear key factors that cut across the boundary of learning between children and adults including; the need to know why to learn, internal motivation, specific learning, prior knowledge and experience to form the foundation of learning. Other factors include self-directedness and task-orientedness learning that is aligned with their life realities (lived experiences) (WGU, 2020).

2.10.3: Principles of adult learning

Obingeli and Ukamaka, (2022) determines that principles of adult learning are.

- Adults must want to learn. They may only learn when they are internally motivated to do so.
- Adults may only learn what they feel they need to learn. In other words, they're practical.

- Adults learn by doing. Active participation is essentially important to adult learners in comparison to children.
- Adult learning is problem-based, and these problems should be realistic.
- Adult learners like to find the solutions of their problems. Adult learning is affected by the experiences each participant brings. Adults learning is basically informal.
- Adults learn what they feel they need to learn, without a fixed curriculum.
- Adults want guidance. Adults want information that may will help them improve their situation and/or of their children (Obingeli and Ukamaka, 2022).

The most efficient way to understand and implement adult learning is through andragogy as an adult learning theory (Obingeli and Ukamaka, (2022). Adult learning is assumed to be a permanent change in behavior of learners; hence, farm workers are destined to change their behavior within their lived experiences because of adult education and training program. This is affirmed by Obingeli and Ukamaka (2022) who views adult learning as a process of acquiring subject matter, habit, attitude, perceptions, interest, preferences, social adjustment, skills and ideas.

2.11: Literacy

It is affirmed that literacy plays an essential role in improving the lives of individuals. This is realized through enabling economic security, good health and enriching the societies by building human capital, fostering cultural identity and tolerance, and promoting civic participation.

Farm workers need literacy skills as a means more than the skills or the ability to read and write alphabets, words and simple statements. This is destined to equip them fundamentally. This means that, adult literacy is essentially a developmental concept, which recognizes the UNESCO's definition of literacy as the ability to read and write with understanding of a simple statement related to one's daily life thus, literacy encompasses the ability to count and do simple calculations (UNESCO, 2011).

Literacy is the ability of a person belonging to any age, gender, and race orientations; to read, write and understand what he/she has read and written. United Nations Development Plan (2018) refers literacy to an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

The United Nations Educational, Scientific and Cultural Organization (2018) argue that literacy involves a continuum of learning which enables individuals to actualize their goals, to develop their knowledge and potential, and to take full and active part in their community and the larger society. This leads to functional literacy, the ability to adapt to new and changing circumstances and requirements. By implication, a functionally literate person should have gone beyond being moderately literate to being highly literate (UNESCO, 2018). The functional aspect of literacy has motivated governments and individuals to seek ways of improving literacy rates as discussed below;

Social approach: Literacy is envisaged as a desired outcome that focuses on social or cultural dimensions linked to human development, empowerment and personal well-being.

Functional approach: Literacy is premised on skills and competencies one needs to function effectively in society, which encourages employment, self-employment and behavioral changes.

Right approach: Literacy is a right as a right to education provided for in the Constitutional imperatives. Reducing illiteracy leads to a reduction in poverty to sustain economic growth and increase productivity (OECD 2013a).

In some of the studies Carried out on adult literacy skills, The Programme for International Assessment of Adult Competencies (PIAAC) conducted literacy and numeracy skills measurements as well as Problem-Solving Skills in Technology Rich Environments (PSTRE). Literacy and numeracy proficiency were reported in five levels (Below Level 1, Level 1, Level 2, Level 3, and Level 4/5) and PSTRE proficiency was reported in four levels (Below Level 1, Level 1, Level 2, and Level 3), each on a 500-point scale (OECD 2013a).

From this study, findings showed that half of the US adults scored at or below level 2 in literacy and numeracy. In the PTSRE realm, 64% scored at or below level 1. A large portion of individuals scoring in the lowest categories (Level 1 and Below Level 1) did not have a high school education. (National Center for Education Statistics, 2013).

Analyzing these findings attests to the situation for South African farm workers as well. The level of education beyond grade 12 is very low. Farm workers are challenged in accessing formal education while employed. Between 2015 - 2016 the average level of formal education completed

by farm workers was 8th grade. 4% of farm workers reported had no formal education, 37% completed 6th and lower, 19% completed 7, 8 or 9 (Hernandez and Gabbard, 2016).

In fact, literacy is geared towards making learners functional and self-reliant individuals, who may equally contribute meaningfully to societal development. In this way accessing literacy by the farm workers is premised to make them better individuals both to themselves, work and the community at large.

2.11.1: Adult literacy

The history of adult literacy is as old as the advent of Western formal education. The European Christian missionaries and their Muslim counterparts pioneered its introduction. The early missionaries introduced adult literacy as a means through which the new converts were taught how to read the Bible and sing from the hymn book. The idea was to make their converts literate in their local languages (Nwafor, 2011). Later, when the colonial government showed interest in education, adult literacy was gradually relegated to the background.

Human beings and the need to know is one of the fundamental aspects that Maslow tries to examine through the hierarchy of needs. It has been identified that people are conscious of the need to learn very early in life. Adult illiteracy is regarded as a major issue that affects most of the developing countries (Iqbal, 2018). The need to know is considered important but there is a fear that comes with knowledge. The fear of knowing is linked with different social experiences of people that are linked with society and their experiences. Those experiences are viewed as positive or negative to one's life.

Education is considered to be a tool to fulfil learning needs. The need to learn does not form part of the hierarchy because it is not easy to link Maslow's hierarchy of needs with the need to learn unless it can be the need itself. This is because learning needs form part of the fundamentals of humanity while a person is trying to establish the self.

UNESCO developed a trend of concepts differentiation literate and illiteracy concerning the illiteracy of adults. A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required. Literacy is important for the effective functioning in his group and community, and whose attainments in

reading, writing and arithmetic makes it possible for him to continue to use those skills towards his own and the community's development (UNESCO, 2011a).

Khuluvhe (2021) determines literacy as a person in terms of functionally literacy and functionally illiteracy. Khuluvhe (2021, p. 3)) further describes that, “a person is functionally illiterate when he/she cannot engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community’s development”. In developing learning programs for adults, Fairbanks (2021) notes, learning principles of self-directed, transformational, experiential, mentorship, orientation to learning, motivation and readiness to learn should be considered.

Fairbanks (2021) alludes if these adult learning principles are articulated correctly; improvement in employee satisfaction in the workplace, reduction of turnover and improvement in the department's capabilities may be realized. Other benefits include, the creation of an environment where employees develop and learn without supervision and fostering a healthy work-life balance. This is one of the objectives of this study to find out how AET program impacts on the lived experience of farm workers.

2.12: Adult Education Training

Adult education and training in South Africa are the type of program that is designed to cater for adults who did not get a chance to obtain foundation schooling. The term adult means a person who is sixteen years or older whereas adult education and training means all learning and training programs for adults on level 1 registered on the national qualifications’ framework contemplated in the National Qualifications Framework Act, 2008 (Act No. 67 of 2008). Figure 1 below shows the National Qualifications Framework (NQF) levels.

Table 1: National Qualifications Framework (NQF) related to AET levels.

NQF training band	School grades (Phases)	AET Levels
General Education and Training (GET)	Senior Phase (Grades 7-9)	AET Level 4 (NQF L1)
	Intermediates Phase (Grade 4-6)	AET Level 3
	Reception year for Foundation (Grade 2-3)	AET Level 2

	Provision for children from 2-6 years old (Grade R-1)	AET Level 1
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Source: Extracted from RSA (2008)

Data from table 1 shows the levels education which has been attained by many of the poor, marginalized people in terms of education. Data shows the highest level of achievement as level 2 which supposedly forms the largest portion of the people which forms most of the farm workers. The rapid development of technology has led to major changes in the workplace, resulting in a change in wages, productivity, working conditions and relationships, types of occupations and organizational models (UN Human Development Report, 2015). As a result, government and other partners in development need to design human resources development programs to copy up with the global changes including among others the need to educate farm workers in literacy programs through AET.

AET in South Africa are the type of program that is designed to cater for adults who did not get a chance to obtain foundation schooling. The purpose is to ensure that adult learners get equipped with different values, knowledge and skills that can increase the meaningful participation in their area of work, where they live, add value in developing sustainable communities and prepare them for further education.

The white paper alludes education and training system should find ways to cater for the needs of the millions of adults and youth who are unemployed, poorly educated and not studying (DHET, 2013). Adult Education and Training forms part of the Department of Agriculture educational program called Agricultural Education and Training (AET). The program was developed to play a crucial role in ensuring the educational preparation of farmers, researchers, educators, extension staff, and members of agri-businesses and others to make productive contributions.

In South Africa, the approach to Adult Education and Training has strong links to training that caters for the needs of communities. through Public Adult Education Learning Centres which has been changed to Community Learning Centres. As a result, Adult Education and Training qualifications, including the General Education and Training Certificate, and Senior Certificate programs have migrated from the Department of Basic Education to the Department of Higher Education (DHET, 2013). It is assumed that the more education an individual attains, the more

educational opportunities, improvement in style of living, pay rise, self-pride, recognition of status in society and family, possession of advanced skills and knowledge, improved competencies as well as change in attitudes and behavior he is likely to seek.

Given the above discussion, it is thus, imperative to note that, educational programs for adults need to encompass literacy content that may help farm workers in their daily agricultural practice for awareness in determining input and output e.g. fertilizers, chemicals, seasons among others.

Another focus on community education and training may be Non-formal programs aimed at providing skills that support the local communities including Community-Based Cooperatives (CBCs). This implies that, community education is destined to create and improve the provision of appropriate skills and knowledge (DHET, 2013).

2.13: Training

Every development program is developed to address a certain identified needs for specific people. Program development need to be conscious and logical of the prevailing situation and thus, come up with modalities to address it. The success of a program development relies amongst others, the people's needs to acquire skills in different vocations or professions through education and training. Participants of education and training programs are normally practitioners, experts and development workers whose knowledge and skills are used in the programs for their effective implementation, evaluation, lessons for development and sustainable programs.

Education and training contribute to the preservation of the fundamental freedoms (respect for diversity, empowerment of all vulnerable social groups, solidarity and social justice, citizenship). Other contribution made include, the management and administration of current social issues in terms of employability, poverty, unemployment, lack of appropriate and right skills, labor market, cohesion, social exclusion and environmental protection (UNESCO, 2014b).

When people speak of adult education, they often consider it to be confined to AET and literacy campaigns only. This is a misconception as the trajectory of adult education programs comprises of a wide range of diverse programs, activities and social spectrum of the society. It is imperative to understand why adult education programs are associated with literacy campaigns. UNESCO (2018) determine that is committed to a holistic and humanistic vision of quality education worldwide, the realization of everyone's right to education, and the belief that education plays a

fundamental role in human, social and economic development with one of the objectives being achievement of the Education for All (EFA) (UNESCO, 2014b). Since 1945, the mission for UNESCO has been to contribute to the building of peace, poverty eradication, lasting development and intercultural dialogue with education as one of its principal activities to achieve this aim.

UNESCO educational development programs range from literacy and non-formal, pre to high education and technical vocational education and training. While UNSECO notes illiteracy as a global challenge, the organization projects by 2015, about 743 million adults may still be illiterate and this goal is far from being achieved, (UNESCO, 2014b).

From above perspective, it has been discussed that adults learn differently from younger students. Adults have special needs as learners and these needs should be taken into consideration when planning training programs for them. A combination of adult learner techniques and strategies, like, experiential learning techniques, andragogy should be used to design training experiences that enhance the learning of adults. This may facilitate a positive learning experience for masterly and retention of what they have learned and subsequently be able to apply it in their work environment.

This is the essence of education and training for farm workers as stated in the aim of this study to investigate the lived experiences of farm workers enrolled for AET. This will help to answer one of the questions for this study which seeks to find out the impact of AET for farm workers.

2.14: Balancing work, studying and family

The objective of this section is to investigate how farm workers balance work, family and studying. The purpose of this section is to provide evidence on the challenges faced by farm workers living with families and or studying for AET. The purpose is to investigate how farm workers attempt to find a balance between the work and family care as well as studying. The goal is to examine policy solutions and initiatives, that may be given by the employers, governments and the civil society to ensure work-family balance. There is a strong body of academic literature on the relationship between work and family life, with a historic pre-occupation on conflict (Biggart, 2010).

Work-family balance remains a central issue for employed parents (World of Work Report 2011). Pressures from an increasingly competitive work environment are leading to conflicting priorities for employers and governments creating considerable stresses for employees trying to juggle work

with family responsibilities. Work-family balance continues to be of great importance for societies because of increased participation in the labor force.

It is urged farm workers are caught in between the jungle of work and family as well as studying for those who are enrolled for AET programs. Note should be granted that, farm workers are in a poverty bracket as a result of apartheid and historical perspectives. Farm workers are marginalized and incapable of changing their circumstances due to racial factors, earlier government policies and legislation. As a result, farm workers find themselves in a situation where they must balance work, family and studying. This has created a family-work and study conflict (Lu and Wang, 2011).

Work-family conflict may be explained as a form of inter-role conflict in which the pressures from work and family domains are mutually incompatible in some respects. Balancing work and having time to properly care for the young, old and vulnerable members of family groups is a key challenge for contemporary parents.

The pressure for parents raising children while working especially single parents is a point to worry about (Mokomane, 2011; OECD, 2011). Work intensity has increased, due to a combination of new information technologies and the associated quickening pace of communication, production methods, increased needs and the desire for a better standard of living.

Too much workload and worries about job security can lead to stress and health problems with emotional spill-over creating a care deficit and work-deficit or study deficit. A care deficit for children is a situation where employees are less available to care for very young children who may be left alone for many hours due to the absence of nurseries or alternative care (Lu and Wang, 2011). A “work-deficit” may be the inability to fulfil work targets while “study deficits” may be the inability to comply with the requirements and demands of the study programs. The variation in working hours for parents leave little time for family commitments in some countries. Parents (farm workers) are in a vulnerable living and working experiences struggling to balance work and family (The Economist, 2011).

2.15: The impact of AET program to enrolled farm workers

The objective of this section is to find out the impact of AET program on the lived experiences of farm workers enrolled for the program. AET is a practice in which adults participate in methodical

and organized activities through which they can facilitate their understanding and learning. It is therefore important to conclude in this study that, the primary objective of AET is to ensure adults are able to augment their understanding in terms of various concepts including farm workers.

Throughout life, individual's/farm workers, are required to upgrade their knowledge, skills, abilities and aptitude to be able to copy up with the changing life patterns. Hence, adults are required to develop motivation and interest for learning, in order to meet their needs or achieve the desired goals. Individuals are regarded as adults, when they reach 18 years of age. Adults need to develop capabilities and enrich their knowledge and improve their technical and professional qualifications to turn themselves in a new direction. This may bring about changes in their attitudes and behavior in personal development and participation in a balanced and independent social, economic and cultural development (UNESCO, 2014b).

Adult education includes the entire body of educational processes and all the activities that are put into operation with the purpose of meeting educational goals and objectives. Through adult education, the farm workers can argue out their experiences and develop skills and abilities. Apart from development of knowledge and skills, farm workers can generate awareness in terms of their rights and duties, which are required to turn into effectual citizens of the country (OECD, 2017).

2.15.1: Education for life-long learning

Adult education for farm workers is a focal point in continuing life-long learning. Adult education covers every activity (formal, non-formal, informal) following the initial education and interacts with all types of education (primary, secondary, vocational education and tertiary education) (European Commission, 2015).

Life-long learning is a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they may acquire throughout their lifetime and to apply them with confidence, creatively and enjoyment (Marjan & Salamati, 2012).

Right skills are a fundamental factor for economic and social success. Skills may help farm workers to develop their work and adapt to changing needs (OECD, 2017). This implies that, farm workers engaged in life-long learning are more likely to be working, and to be economically, socially and politically active because they have the required skills.

This means that, the government and other partners including farm owners need to focus on AET as a foundation for lifelong learning. Policy formulation needs to address learning and the integration of AET into life-long learning in terms of a sustainable level of literacy, numeracy and basic (general) education and certificated career paths (OECD, 2015).

2.15.1.1: Assumptions of life-long learning

Osterhammel and Petersson, (2013) determines the assumptions of adult learning as follows.

1. Life-long learning is a concept of learning that enables us to deal with changes in a confident way.
2. Life-long learning is concept spanning from an entire lifetime in a process of transforming experience, into knowledge, skills and attitudes, values, emotions, beliefs and senses.
3. Life-long is distinguished between formal and informal learning,
4. Life-long learning is opposed to training and encourages learning,
5. Life-long learning in varied setting outside school,
6. Life-long learning connects personal and professional development,
7. Life-long learning reflects on one's actions,
8. Life-long learning increases skilling of workers by means of a system that knits together formal and informal or on-the-job learning,
9. Life-long learning helps people to develop awareness of themselves and their environment and encourage them to play their social role at work and the community.
10. Life-long learning opens one's potential giving them an opportunity to participate in national economic development while breaking the historical and social barriers.
11. Life-long learning emphasises and embraces all forms of learning to meet the expectations of everyone. Thus, helping to update abilities, knowledge, and qualification throughout one's life experiences.
12. Life-long learning equips the learners with skills, including life skills, equipping people for the types of work needed now and, in the future, including innovations and adaptations of learning to future work environment.
13. Life-long learning premises to be creative for personal or individual completeness both in the mind and body, intelligence, sensitivity, appreciation, conflict resolution and acceptance.

14. Life-long learning instils creativity, imitativeness and responsiveness in people enabling them to show adaptability (Osterhammel and Petersson, 2013).

This implies that, life-long learning is a mind set for people to acquire life-long learning in investigating new frame-works to learning required by the global changes e.g. increasing technology, providing information, guidance and counselling, bringing together learners and learning opportunities, ensuring basic skills, investing time and money in learning, introducing and innovative approaches and self-motivated learning. Where an individual is required to take responsibility for their own learning, there should be a willingness and motivation to learn (European Commission, 2016).

Life-long learning core values serve with the benefits for the mind, body and spirit make it an incredible powerful tool for personal transformation and enhancement through developing the natural abilities , opening the mind, creating curiosity , hunger of the mind, increasing wisdom and making the world a better place. Other tools include, adapting to the changes, finding meaning in one's life , keeping peoples actively involved in society , helping making new friends and strong relationships and enriching self-actualisation (Alhassan, 2012; Ozuah, 2016).

2.15.1.2: The benefits from life-long learning

Service providers may come up with many learning programs that may be provided based on the shift and turns of life changes in the demand and supply curve of the labour market for farm workers including short courses, evening courses, weekend courses, holiday programs, bridging courses, distance learning. Hence, farm workers may benefit much from continuing studies.

2.16: Education for sustainable development

Another impact of AET program for farm workers is the narrative of Education for sustainable development. This is imperatively witnessed by the Millennium Development Goals (MDGS) (UNDP, 2000). UNESCO (2010b) which maintains the concept of Education for Sustainable Development (ESD) is linked to the key issues of poverty reduction, sustainable livelihoods, climate change, human rights, gender equality, cooperate social responsibility and protection of indigenous cultures. It is therefore holistic, making it a tool for the achievement of Millennium Development Goals (MDGS) and education for all.

Education plays a significant role in achieving and sustaining the economic development by providing training to farm workers into skills, knowledge and the competencies necessary to improve on their lived experiences. However, the Commonwealth Secretariat (2013) notes that, ESD does not only consist of the relevant and necessary content but also emphasizes pedagogical approaches and educative experiences that contribute to the development of learners as citizens who think and act in a sustainable way.

Adult Education and Training prepares farm workers for sustainable livelihoods. This concept encompasses life-long learning, sustainable economies in the context of the information age, the knowledge economy, education for all and education for human security (Tikly, 2013). Through education for sustainable development, farm workers perform certain functions relevant to their work and the labor market needs. Thus, Adult Education and Training program should be aligned to adapt to changes taking place in the agricultural economy. As a human resource development strategy, sustainable development may support creativity and innovations as farm workers may discover new ways of doing things (UNESCO, 2010b).

Education for sustainable development addresses the challenges that learners face as well as their needs by embracing the actual skills and knowledge that the economy needs for economic development and job creation. Education for sustainable develop helps to identify the necessary critical skills that have been identified and are thus considered during skills training and development (UN, 2012).

It is therefore important for stakeholders to identify the knowledge, skills, issues, perspectives and values central to sustainable development in the dimension of economics, sociology and politics as well as the environment and integrate them into AET learning manuals.

2.17: Education for Sustainability

The United Nations (UN) adopted the Sustainable Development Goals (SDGs) program in September 2015, which establishes seventeen key objectives for sustainable development. As stated in the preamble of its official text, it is an action plan for people, the planet and prosperity, with its main axes being economy, society and the environment. In addition, the program aims at ensuring equal access for all women and men to affordable and high-quality technical and vocational education. The program calls on governments to equip adults with skills that may ensure

decent work for everyone, increase productivity, promote and defend their labor rights. In an effort to align with the UN objectives, UNESCO has drafted texts which aim, through the adoption of common cohesion and synergy policies, to help achieve the goals of the 2030 Agenda (UN, 2015).

2.18: Education and training for sustainability

Pre-existing knowledge is based on the assumption that the realization of human capabilities and wellbeing rather than the pursuit of wealth, underpins development (OECD, 2011). This approach is the result of the growing global skills shortage based on social effects, for example, wealth, background, race, color, income and proximity. An oriented, relevant and responsive AET program, should address both local and global issues using economic, equity and transformative lenses (USAID, 2014).

Education and training for sustainability helps people to pursue sustainable livelihoods, life-long learning, and further education to contribute to their communities sustainably. Education and training for sustainability fosters an environmental awareness as well as an awareness of how to use the available resources to achieve success while maintaining the future generation.

Furthermore, education and training for sustainability improves the quality of life through the preservation of resources, skills and knowledge acquired for better current and future use (World Bank, 2011). Education and training for sustainability brings both innovations and creativity regarding the future through the productive future skills demanded by creating and facilitating the development of an educated workforce that is diversified in terms of skills according to the labour market needs (UNESCO, 2010c).

Education and training for sustainability assists all the people to do their jobs by reducing on environmental degradation while creating a just and equitable workforce. Education and training for sustainability reduces poverty in rural areas through information, skills and job creation, while promoting life-long learning, which is flexible and adjustable to new changes.

Education and training for sustainability reduces social inequality through inclusive education and sustainable development. Education and training for sustainability assists the youth with making skills career choices in education and training to face the labor market challenges. Accordingly, the youth are able to develop the required skills to analyze local/rural issues and devise solutions (World Bank, 2011).

2.19: The challenges facing farm workers

This section aims at discussing the challenges facing farm workers. Adults have issues regarding balancing their time between work and home. It is imperative, and of utmost importance, to assist adult learners in dealing with different aspects of life. It is also important to encourage the learner to achieve his/her goals, both at work and at home. Motivation, confidence and reinforcing positive self-esteem, allows them to become life-long learners (UNESCO, 2015a). Various sources indicate that agricultural workers are worse off than those in every other sector of the economy. Most workers on farms receive low wages, poor housing facilities, access to education is difficult or non-existent, and health indicators are substandard (Statistics SA, 2013c).

In terms of social circumstances, farm workers and dwellers continue to be dependent on farmers for employment, accommodation and transport. Most importantly, farm workers and their households experience great difficulties in accessing social services. This marginalization places farm workers in a particularly vulnerable position and exposes them to human rights violations and abuse (Beattie and Gabbe, 2018).

Many sources indicate that there are vast wage differences between male and female employees. In addition to this there is also remarkably less job security for women than there is for men, as women are often employed on a contract or seasonal basis. This fact contributes to the low quality of life which consists of aspects such as, few life chances with regard to finding betterment for themselves and their children, relatively poor living conditions and a lack of good recreational alternatives, a feeling of political, social and occupational disempowerment. In many instances wage deductions are also made where electricity, sanitation and water services are provided. This leads to a further feeling of disempowerment and dependency among farm workers (UNNP, 2016).

2.19.1: Gender imbalances

This is an invariably common challenge among women working on farms. Usually, women report incidences of lower wages compared to men, with no individualized employment contracts for married women (London, 2000). This implies that, job security for women is dependent on their husbands as well as other facilities like housing. *Secondly*, women working on the farm still complain of the administration of maternity leave by their employers. Usually, maternity leave is

unpaid. *Thirdly*, women working on the farm are required to do all sorts of jobs without gender consideration notwithstanding the fact that many of whom are not skilled and strong enough.

2.19.2: Illegal Evictions

Another challenge facing farm workers is the rampant evictions from the farm. Note should be granted that, many farm workers have lived on the farm for many years. This means that farms act as their homes and work places. Evicting farm workers from the farm compromises their job security and their families, as many of them have no alternative homes. Security of tenure is a vital issue for farm workers and dwellers. They often have nowhere else to go (London, 1999).

In many cases, evictions are carried out not by the direct use of the law or the application of force, but through the creation of conditions that cause farm residents to leave their homes voluntarily. Evictions are done through cutting off the supply of the basic needs like water, electricity, closing schools for their children, and or the freezing of grazing lands for their animals.

2.19.3: Ignorance

As mentioned in this study, farm workers have a very low level of education. This affects them in many ways including but not limited to knowing their rights especially in the signing of contracts. Some contracts signed indicate a forfeiture of services like housing if the contract has been terminated without an alternative accommodation. On many occasions farm owners threaten or victimize farm workers to leave the farm immediately. Since farm workers do not have full knowledge of their rights, they are bound to adhere to the demands of the farm owner.

2.19.4: Abject poverty

It was discussed that, farm workers are characterized by poverty, poor education and marginalization because of their background (Eriksson, 2017) . For that case, poverty for farm workers makes them unable to buy the necessary food to feed their families. On many occasions, farm workers take credit from the farm shops with inflated prices by the farm owner. On pay day, deductions are made from their salaries leaving them with meagre portions. The credit facility indulges farm workers into shortage of basic supplies, continuous debt and abject poverty. Being among the most marginalized persons in our society, children on farms are vulnerable victims of poverty, homelessness, abuse, neglect, preventable diseases and unequal access to education and

other services. They are deprived of the basic rights we take for granted (Western Cape Department of Human Settlements, 2013).

2.19.5: Drug abuse (The Dop System)

Alcohol Syndrome is a permanent condition that ranges from intellectual disability and behavioral problems to more serious brain damage, physical deformities and stunted growth. It is largely a consequence of the dop system. Dop System is widespread abuse of alcohol on farms. It is estimated that, alcohol abuse accounts for up to 60% of violent incidences resulting in trauma. The issue of violence seems to have a direct correlation with alcohol abuse (Theron, 2013).

In a study carried out in the Stellenbosch, Klapmuts, Kuils River and Somerset West area, (Western Cape Government: Social Development, February 2012), findings showed that 11% out of a sample of 264 respondents were abused either by their spouse, fiancé or boyfriend who abuses alcohol. Alcohol related abuse brings about a high percentage of trauma reported to rural hospitals, amounting to approximately 60% of patients received at these institutions. This was greatly noticed in wine industry where farmers sold alcohol to farm workers on credit. This implies that, this is a challenge perpetuated for economic reasons by the employer both directly and indirectly.

2.19.6: Poor access to government services

As indicated above, poverty impoverishes farm workers to such an extent that, they may not even be able to have transport to access basic social services like schools, hospitals, clinics, library etc. Children need to be immunized and have regular check-ups during their developmental years and this is often lacking for children in farming communities. Many farmworkers indicate that they are unwilling to take a half-day off to attend to health concerns as they will lose much-needed wages (Employment Conditions Commission, 2012).

Farmworkers are denied access to health care by farm owners who do not inform them of those services like social services, social security, justice system which benefits them. In doing so, farm owners violate the right to information. The greatest challenge to farm workers, therefore, becomes the lack of access to general information on issues pertaining to their lives (Feinberg, Greenberg and Fritters, 2015).

In addition to difficulty in accessing health services, farmworkers and their children are also often denied access to other government services. They are often not informed of services which are available, and which may benefit them. In some cases, farmworkers are denied the right to access social services, i.e. social security or access to social workers and emergency health care services. They are also denied access to the justice system (Stats SA (2013a)).

2.19.7: Exposure to harmful pesticides

Young children, especially those living on farms, are exposed to pesticides before and after birth. This is evident through playing in treated fields, breast-feeding on milk from their farm worker mothers, drift from nearby applications and household members. Children get hold of empty pesticide containers used on the farm and play with them or use them as food containers (World Health Organization (2011b)). According to statistics “approximately 150 cases of acute pesticide poisoning are reported to health authorities annually”. It should be noted that, there appears to be considerable under-reporting of pesticide poisoning cases (World Health Organization (2011a)).

2.19.8: Poor access to education

Many children on farms have little or no direct access to better educational facilities. They have to travel long distances to public schools or farm-schools on neighboring farms. There is also little or no access to Early Childhood Development (ECD) facilities that are especially vital to these marginalized children. Farm schools tend to be small with very few learners, and teachers are often forced to teach more than one grade at once. Most schools are leveled at primary stage. Since farm workers are largely poor, they are unable to afford well-facilitated s in terms of school fees uniforms, stationery, thus, prefer farm schools (Naidoo, 2011a).

Further, because the schools are built on a private property (farm), farm owners may close the school without consultation to the DOE due to a variety of reasons like few learners among others. It therefore worth noting that, poor education on farm schools promotes the cycle of poverty and illiteracy hence, farm children are limited to alternative occupational and economic opportunities other children enjoy (Mailovich 2017).

It should be noted that, there is considerable child exploitation on farms after 18 years or after finishing schools. It is therefore worth noting that, farm schools are among the neediest, most

remote, dislocated, most undistributed, independent schools as a result of the population they serve.

2.19.9: Poor relationships.

Another challenge facing farm workers in their livelihoods, is the case of strained relationships between the farm workers and the farm owner. Farm owners have been experiencing brutal killings and other violent crimes (Bodhran, 2010). It was indicated that farm attacks did not indicate any farm worker involvement but instead it was criminally motivated by the hope to get money. This shows that the farmer and farm worker relations are interrelated as well as strained.

2.19.10: Inadequate time

Another challenge facing farm workers is lack of adequate time to balance their day-to-day activities including enrolment for AET program, strategy aimed at addressing literacy challenges among farm workers. WGU (2020, p. 2) propounds, “Adult learning can be difficult due to lack of time; the range of activities that adult learners are committed to making it hard to fit education.” This implies that, lack of adequate time is due to too much work on a farm.

2.19.11: Historical background

Post-apartheid studies by Atkinson (2007), Woolman and Bishop (2007), Tregurtha (2005), London (1999) and London (2000), into the conditions experienced by farm workers in South Africa report that, farm workers remain exploited and subject to poor work and living conditions and lack access or the power to use resources that may be available to them. It is also reported in the above studies that, the social development changes intended by the new government and the constitution have not impacted positively on the lives of farm workers and their families.

2.19.12: Poor living conditions

The Human Rights and Business Dilemmas Forum, (2012) reports human rights violations in farming communities. The forum found out that, farm workers live under deplorable conditions and continue to be the most oppressed and exploited sector of the South African working class. Poor living conditions include poor housing and other social services and amenities. This implies that farm workers themselves must take responsibility as agents of change for their own

development and that poverty reduction is not something that governments, development institutions or NGOs can do for the poor like farm workers.

2.19.13: Low minimum wage

The payment of low wages impacts negatively on the ability of workers and their families to improve the quality of their lives and live with dignity and in an environment in which there is basic achievement of their economic rights (Ferrer, 2013). Farm workers earn a low minimum wage. It is also assumed that distances away from services hampers farm workers' ability to utilize assistance that could be provided (Ferrer and Visser, 2015). They Farm workers are also restricted from accessing services because of long working hours, inadequate time and the financial resources for transport to services. With effect from 1 March 2006, all employers are required pay their farm workers a minimum wage, which wage rates are adjusted each year. The minimum wage for the period 1 March 2018 to 28 February 2019 is Monthly: 169; Weekly: R 731.41; Daily: R146.28 and Hourly: R16.25.

2.19.14: Domestic violence

Domestic violence includes physical, sexual, emotional, verbal, psychological, economic abuse as well as intimidation, harassment, stalking, damage to property, entry into the complainant's residence without consent, where the residence is not shared by both parties and other controlling or abusive behavior (Domestic Violence Act No. 116 of 1998).

The Agricultural sector boasts of high rates of violence between and among farm workers especially from male workers against female workers who in some instances appear to be their partners or wives. This challenge is prevalent given the fact that, farm workers are ignorant of their rights as well as inaccessibility to the justice system. Farm workers are denied such important benefits both directly or indirectly by the farm owner and or the system (Devereux, 2019).

2.19.15: Poor standard of living

There is a need to upgrade the living conditions of farm workers like housing. This may ensure the right to adequate shelter as envisioned by the Constitution of South Africa (RSA, 1996).

2.19.16: Ignorance of farm workers' rights

On many farms, farm workers work in insecure and poor conditions with few rights or poor protection (Barrientos, 2011).

2.19.17: Poor labor relations and conditions of employment

The government has the primary responsibility to ensure that the rights of everyone are promoted and protected including farm workers. The Constitution envisages that, “everyone has a right to fair labor practices” (RSA, 1996, p. 7). However, farm workers’ rights are commonly abused by both the farm owner and the system they serve.

2.19.18: Lack of general support

Adults like farm workers may need support when pursuing a study program. Farm workers enrolled for Adult Education and Training lack enough support from those agents where they hope to get support. These include, members of the family, the employer, the community, and self-motivation. All these factors hamper on the self-realization of farm workers and their dream.

2.19.19: Poor housing

The Constitution RSA (1996, p.7) provides that, “everyone has a right to have access to adequate housing.” The government passed the Extension of Security of Tenure Act, 62 of 1997 (ESTA) with the aim of providing security of tenure to farm workers living on farms. Since 4 February 1997, his Act gives people who have lived on someone else’s land with permission from the owner a secure legal right to continue living on that land. ESTA covers people who live in rural areas, on farms and on undeveloped land and protects people living on land that is encircled by a township or land within a township that is marked for agricultural purposes.

The Act provides for the rights of farm workers to have their families live with them and receive visitors; access to water, health and education and receive mail or other communication. The Act also provides for the right to visit and maintain family graves. The Act also provides for special rights to those who are 60 years and older and have lived on the land for 10 years or more. The Act assumes that should such workers become sick or develop a disability whilst employed by the owner, they can stay on the land for the rest of their lives (Extension of Security of Tenure Act, 62 of 1997).

2.19.20: Irresponsive training manuals

Education and training for farm workers need to be aligned with their needs and aspiration which may be communicated through effective training manuals for AET programs. (Robert and Dooley, 2020). There is a need for critical research to develop agricultural and community resiliency to respond to now and future agricultural needs for farm workers through education and training.

2.19.21: Poor legislation and policy

There is a concern on the plight of farm workers. This challenge stems from the historical and apartheid government which gave birth to a master-servant relationship and classified people into a class-systems. As a result, farm workers who are part of the majority of marginalized black and colored's have continued to live without effective and efficient protective legislation. Legislation like the Labour Relations Act of 1995, the increase of security of tenure through the Extension of Security of Tenure Act 62 of 1997 and the Extension of Security of Tenure Act 62 of 1997 (ESTA) have been counterproductive. There is continued violation of farm workers' rights through all forms of abuse, alienation and exploitation.

2.19.22: Negative attitudes of farm owners

There is a need for innovation and preparation of farm leaders who can be able to deal with and address complex agricultural problems (Roberts and Dooley, 2020). This implies that, farm owners need to be educated on the needs for farm workers, their right and the fundamental freedoms as well. This will capacitate farm owners in the knowledge, history, challenges as well as management and administration.

Conclusion

Assessing the situation of farm workers and their households is complicated by a lack of reliable data regarding their circumstances. The availability of literature and documented research on the status of farm workers and dwellers is limited. However, it is clear that farm workers face extremely difficult circumstances which should be addressed as a matter of urgency. Exact interventions or perfect strategies are not yet known or developed, but there should be a commitment to the development of these strategies and interventions. This will be detailed in the section for recommendations.

In summary this section of related literature explored the key issues in this study especially the concept of farm workers, lived experiences for farm workers, Education and training, AET for adult literacy and the need for adult education for farm workers and its impact. Literature also explored how farm workers balance off work and family responsibility with a discussion on the challenges facing farm workers. The next chapter discussed the methodological approach used in this study.

Chapter three

Methodology

3.1: Introduction

In the previous chapter, literature was reviewed as well as the theoretical framework. The chapter dealt with different concepts relating AET. This chapter discussed the methodological approach employed in this study, the way the study was conducted, the sample frame and the ethical considerations.

Methodology plays a key role in the credibility of any study. Methodology explains the approaches and paradigms used by the study for the readers to comprehend it (Bertram & Christiansen, 2014). Methodology is the activity of selection, application, assessing and supporting the methods used in any study (Creswell, 2014). Methodology is a plan for collecting and processing data within the research process.

Johnson and Christensen (2010) assert that, methodology is the un-biased application of research tools and procedures appropriate for achieving the study aim and objective. Creswell (2014) holds the researcher needs to carefully plan the methods and procedures to collect and interpret data in order to answer the research questions. Methodology offers direction on how the researcher should conduct/conducted the study.

3.2: Research site

The study was conducted at a farm at Eshowe on the rural North Coast of Kwa-Zulu Natal, South Africa. The farm is located 25 km away East of Eshowe town, 5 km off the R66 main road. The farm boasts of hostels for housing some farm workers while others travel to and from work. The common means of transport is road transport sometimes using farm transport, buses, pick-ups and or hiking as well as walking to the farm.

The farm has a total area of 714 hectares of arable land. The farm is in the sub-tropical, summer rainfall belt suitable for the cultivation of citrus, macadamias and bananas. The farm boasts of enough buildings which provide a spacious learning space for AET program. This study was conducted to investigate the lived experiences for farm workers enrolled for AET. Assessment was made on how education and training through AET impacted on the lives of farmworkers.

3.3: Research design

The design of the study was through qualitative. The aim is to understand the lived experiences of adults. The reason for the approach was to gain the insight from farmworkers through the presentation of their facts of their lived experience while enrolled for the AET program. Qualitative design gave the researcher an insight and deeper understanding of the phenomenon through deeper engagement based on investigation from participants. On the side of participants, qualitative approach enabled them to be able to provide data that gave meaning on their lived experience as farmworkers while attending (AET) classes on a farm. Because of its emphasis on the description of the informants' perception, views, opinions and experience of the world and its phenomena around them, this study used a qualitative design with a case study as an approach.

The advantage of qualitative design as compared to the quantitative design was that it allowed farmworkers to describe their lived experiences without only relying on stats or numbers that can describe them. Instead, they got a chance to express their views and opinion on their lived experiences.

There are three approaches or methods to conducting research: qualitative methods, quantitative methods, and mixed methods (Creswell, 2014). Qualitative approach is used for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell and Creswell, 2018). Qualitative design is therefore a distinct method of a naturalistic inquiry that uses low inference interpretation to present the facts, using everyday experiences.

The purpose of qualitative design is descriptive and interpretive validity. This is so because researchers seek a precise account of the experiences, events, and accurate processes that most people (researchers and participants) would agree to (Creswell, 2014). Further, qualitative approach enables a researcher to identify and understand selected issues through the information or data collected and it also allows a researcher to be involved in a situation or issue being studied (Betram and Christiansen, 2014).

The research problem is an issue or concern that needs to be addressed. The choice of research design depends on the objectives of the study. In such regard, this study aimed at investigating the lived experiences for farm workers enrolled for AET program. Qualitative research emphasises exploring and understanding the meaning which a person or group of people ascribe to a social or

human problem (Creswell, 2014). The historic origin for qualitative research comes from anthropology, sociology, the humanities, and evaluation.

Qualitative research design produces data that is not quantifiable using open-ended questions. This approach enables the researcher to comprehend issues by investigating them in their own specific context and the meaning that they perceive of them. The focus is to generate meaning, purpose or reality from opinions and experiences of participants. The researcher used open-ended questions during the interview sessions.

Qualitative research is usually inductive in nature and has several underlying assumptions like; reality is a social construct; variables are difficult to measure, complex and interwoven; there is a primacy of subject matter and data collected consists of an insider's viewpoint (Dumay, 2011). This approach values individuality, culture, and social justice hence, providing a content and context rich breadth of information which despite being subjective in nature, it is current. The methods used to collect data under this design are basically interview, focus groups, observation, and participation (Johannesson, 2013).

3.4: Research paradigm

A paradigm is very useful in any study because it creates the idea that, there is a pattern of thought or a mental picture being formed to view the world in a particular way. Thus, a paradigm works as a structure or system of scientific and academic ideas, values and assumption, a guiding rod throughout the study to help interpret the opinions of the research world. This study was guided by interpretivism.

3.4.1: Interpretivism

Interpretive paradigm was chosen because of its relevance to this study as the lived experiences of farm workers is what gives the meaning of the impact of participating in the AET classes. The studied individuals foster understanding that builds empathy on how they are situated and how they deal with issues affecting their day to day lives.

Interpretivism is aimed at judging, evaluating and refining the interpretive theories e.g., guiding the design and collection of data, theory as a process of data collection and analysis and theory as an outcome of a case study. The paradigm rejects out-rightly the causal and effect assumption of positivism.

According to interpretivism, research should reflect the obvious knowledge construction considering the meaning people give to events around them, the interpretations and understanding of the events, and the reality model of the happening in its natural sense. It is through these considerations that the researcher makes sense of the data collected.

According to interpretivism, research should reflect the obvious knowledge construction considering the meaning people give to events around them, their interpretations and understanding of the events, and the reality of the phenomenon in its natural sense. It is through these considerations the researcher makes sense of the data collected (Bertram & Christiansen, 2014).

The purpose of interpretive paradigm is to attempt to discover the meaning of an event or practice by placing it within a specific social context as well as fostering understanding and sometimes to build empathy (Neuman, 2014). The aim of interpretive paradigm is to clarify the meaning and use of concepts as tools of the researcher's design where the goal is elucidation, not reconstruction (Schaffer, 2016).

This means that interpretive paradigm does not go before inquiry, however, it is grounded on the information created by the exploration and the truth behind the paradigm is socially constructed (Bertram and Christiansen, 2014). Each assumption made to attempt to comprehend the perspective of the subject being watched, as opposed to the perspective of the observe (Neuman, 2014).

Focus is put on understanding the individual and their translation of their general surroundings. To interpretivist, knowledge and meanings are results of interpretation of human thinking and critical reasoning. The researcher tried to make constructs from the field through a deep examination of the lived experience for farm workers. This study acknowledges knowledge as a construction based on the reality of the world where human beings experience and live. For this case, knowledge is gained through investigating the nature of relationships among phenomenon to understand the role human beings play in their social reality hence, this study investigated the lived experience for farm workers to bring out a vivid understanding of the phenomenon.

3.5: Research Approach: Case study

The case study of this study was farmworkers who are enrolled for AET programme at a farm Eshowe. The case study was studied through their lived experiences. 22 farmworkers were selected

with 2 farm managers to discuss their real-life situation of lived experiences while enrolled for AET and living the farm. Case study as a design of inquiry helps a researcher to create an in-depth analysis of a case which entail a process, animal, person, household, organisation, group, industry, culture, or nationality. It is seen as an in-depth investigation of an individual, group, institution, or phenomenon within its real-life context especially where phenomena and context have a slim difference (Bertram and Christiansen, 2014). It gives a detailed knowledge about the phenomena (Johannesson, 2013).

The case study as a research approach is seen as distinct compared to other qualitative designs as it is open to the use of a theory or theoretical framework in guiding the analysis of data and the conduct of the research. Research design is necessary to make it possible for the smooth sailing of the various research procedures, thereby creating research as professional as possible to yield maximum information with a minimum expenditure of effort, time and money. It is therefore worth noting that the purpose of a case study is to provide a holistic description of those in a particular phenomenon as well as providing a general description of what is like to be in a particular situation (Rovai and Ponton, 2014).

Case study refers to an event, an entity, an individual or even a unit of analysis which is an empirical inquiry that investigates a contemporary phenomenon within its real-life context using multiple sources of evidence Case study is thus, an intensive study of a phenomenon giving subjective information rather than objective.

Case study is an intensive investigation of the unit represented, bounded by time and activities. Woodside (2010) views a case study is an inquiry that focuses on describing, understanding, predicting, and/or controlling the unit under study. Case study gives a rigorous understanding of how and why certain phenomena occurs by revealing the mechanism by which a causal relationship occurs (Wabwoba and Ikoha, 2011).

Yin (2012) maintains, using a case study, the researcher collects detailed information using a variety of data collection procedures and tools over a sustained period of time. Basically, a case study is out to determine factors and the relationships among them which lead to the behaviour being studied. It gives detailed information about the unit being studied. Case study technique studies the subject matter qualitatively and covers all aspects of a single entity (Trochim, 2015). It

requires a considerable amount of information, and therefore conclusions are based on a much more detailed and comprehensive set of information.

The validity of a case study is provided by triangulation combining many methods which can be added by theory, data sources that might be triangulated (Johannesson, 2013). In this study, triangulation was applied using data generation methods. Data generated from one method was confirmed by another method. through unpacking of all relevant concepts to unpack the case. The participants in this study were individuals (farm workers) who find themselves in the middle of situations. The case studied was based on a farm at Eshowe.

3.6: Data collection

Data collection was conducted by means of Individual semi-structured interviews and focus group interviews. Interviews used to set the questions focusing on the context of lived experiences of farm workers enrolled for AET. Key questions were asked that were directed at demography of the participants and the impact of AET on farm worker's experiences.

The second string of questions focused on the balancing of work and family lives by the farm workers. Key questions were also asked that were related to the time schedule for both work and family. Another set of questions focused on establishment the positive lived experiences of a farm worker enrolled for AET program. Lastly, key questions were poised on the challenges facing farm workers.

The researcher asked direct question as well as open-ended question where respondents provided a range of views and dynamics of the topic of study. During interviews, the researcher used audio equipment to record the response upon the consent of the respondents.

In this study, data was collected using face to face (individual semi-structured interviews) see Annexure F, with 2 farm managers and 22 farm workers giving a researcher a chance to clarify on unclear questions to avoid respondent's ambiguity because there was a physical encounter between the researcher and the participant. Interviews also allowed for dialogue to construct meaningful reality.

Thus, interviews helped to bring out the real-life experience of the respondents about the topic of study. While using interviews, the researcher was able to make note of the non-verbal responses from participants like body language. Hence, interviews were appropriate to solicit for detailed

information and deep insight creating a conducive atmosphere for participants to feel at ease in answering questions in their own words while adding meaning to them. Using open-ended questions, the researcher promoted diversity in responses.

In this study interviews were conducted two times at an interval of 3 months as an evaluative approach with the sampled study group in their diverse, age, position, level and experience, the researcher was able to collect a rich mass of data to investigate the lived experiences of farm workers enrolled in AET program. All interviews were conducted in a AET class at the farm.

In the Focus group the purpose was clearly defined see Annexure E, and participation was purely voluntary. This study gave participants a chance to share different views and perspectives regarding the lived experiences of farm workers enrolled for AET classes. To ensure data collection was done correctly, the researcher used recording devices to ensure effective recording that would enable correct transcription of data. Focus-group interviews were conducted in a manner that gave participants free engagement through the appropriate set up described on interview schedule (Annexure E). This is a strategy based on the assumption that, group interaction is very productive in widening a range of responses, activating forgotten details of experience, and realising inhibitions that may otherwise discourage participants from disclosing information. Yin (2011) says that a focus-group is focused because it is comprised of people presumed to have an experience of common views. Below is the literature that guided these data collection tools.

3.6.1: Individual semi-structured interviews

Brink, Van der Walt and van Ransburg (2012) views an interview as a method of data collection in which an interviewer obtains responses from the participants (interviewee) either in a face-to-face encounter or through a telephonic call or by electronic means. Creswell (2014) states that, an interview occurs when a researcher asks one or more participants, general or open-ended questions and records their answer.

This means an interview is a personal exchange of information between the interviewer and the interviewee, a two-way communication process where the researcher asks questions to the participant to collect data and to learn about the participant's views, ideas and opinions, knowledge and experience about the topic under study.

In this study, individual semi-structured interviews consisted of open-ended questions which helped to ensure that, the participants voice out their opinions. All research participants were approached to make appointment on their convenient dates, time and venues prior to the sessions. The researcher explained to the participants the purpose of the study, their role and rights giving every participant a fair chance to make contributions.

Bryman and Bell (2014), argue individuals may often argue with each other's views leading to a more realistic account of what people think, and in that way the researcher can study how participants collectively make sense of a topic under study to construct meaning.

Individual semi-structured and focus-group interviews were justified for the under listed factors; *Firstly*, individual semi-structured interviews were used to determine individual perception, opinion, facts, forecasts and their reaction to initial the findings and the potential solutions. *Secondly*, individual semi-structured interviews have a general interview guide with a list of topics to guide the researcher and to ensure cohesion of the interview session. *Thirdly* The questioning style is usually informal, and the phrasing and sequencing of questions varies from interview to interview with probing questions inset.

Individual semi-structured interview involves prepared questioning guided by identified themes in a consistent and systematic manner interposed with probes designed to elicit more elaborate responses (Dumay, 2011). Individual semi-structured interviews were administered to participants through asking set questions and follow-up questions to obtain their responses and the results were aggregated in descriptive means. In this study, individual semi-structured interviews were used where the researcher acted as a facilitator to gain the participant's deeper views.

Furthermore, individual semi-structured interview is based on a human discussion therefore a skilled interviewer needs to adjust to the requirements of style, pace, and organising of questions to elicit the most complete responses out from interviewee. Most importantly, individual semi-structured interviews allow interviewees to respond in their own words and language in the way they believe.

Individual semi-structured interviews were justified for this study because respondents would give their opinions freely, interact with others and would give the interpretation of their world around them and express how they define and make meaning of the situation they find themselves in.

Interview questions were given to the respondents before the interview session such that, they would get prepared for their responses.

Face to face interviews gave a chance to the researcher to clarify on questions or re-phrase the questions. They also promoted the follow-up questions which aimed at clarity and authenticity of information. Semi-structured interviews helped to get direct views rather than collecting data from questionnaires with greater insight and perceptions on the same topic. Because there was a physical encounter between the researcher and the participant, semi-structured interviews permitted dialogue to construct meaningful reality.

Thus, interviews helped to bring out the real-life experience of the respondents about the topic of study. While using interviews, the researcher was able to make note of the non-verbal communication from participants like body language and the use of visual aids to avoid respondent's ambiguity.

Interviews were good for standardisation of answers giving the researcher the ability to note the variations. The method helped the researcher to record responses while reducing on errors thus, promoting reliability and validity of the study. The method addressed emotional and spontaneous issues to allow a social discussion helping the researcher to obtain multiple perspectives on the study while encouraging the participants to be free to express their views in their own words while giving clarity on questions that would seem or sound ambiguous (Creswell, 2014). In this study, 22 farm workers, 2 farm managers were randomly selected to give their views on the topic of study.

Data generation methods applied were individual semi-structured interviews and focus group interviews. The reasons for both semi-structured and focus groups was to develop a platform to gain an understanding of participants and the phenomena being studied. The purpose of using all these types of data generation techniques was to triangulate the responses from selected participants.

The arrangements were made for leave for farm workers to conduct interview as per research participation agreement with the farm workers. Two sessions of structured interview were planned with all participants separated by 3 months' periods to check if participants still had the same responses or perceptions that were expressed on the first interviews. Two participants were

schedule per day from Monday to Thursday for 1 hr.45 minutes. All sessions were recorded to enable re listening during transcription of data. The farm has a secure and comfortable room which was free from disturbances and allowed participants to be free to talk.

3.6.2: Focus-groups interviews

Brink, and Van Ransburg (2012) propounds, focus-group interviews are interviews with people from 6-9 whose opinions are explored simultaneously to explore their experience, knowledge and views on the topic of study through using of open-ended questions in a conversational form. The main aim of this technique is to give participants a chance to share and for the researcher to gain insight into participants' experiences. It is a form of a technique that effectively supply information on how people think, feel or act regarding a specific topic. Focus group interviews is used when there is a need to start generating discussion on the subject about a research topic that requires collective view-points and the meaning of the data behind some of these views is the most compelling reason including participant's experiences and beliefs (Nyumba and Mukherjee, 2019).

Holland and Elander (2013) holds the dynamics of participants can be a strength and also a weakness to the focus group depending on a skill of a researcher in controlling the flow of conversation This is due to the fact that some participants may be vibrant or opposing each other. In this way, the researcher must keep the discussion going but at the same time ensure that the topic at hand is the key to all discussions.

Creswell (2014) state that, an interview occurs when a researcher asks one or more participants, general, open-ended questions and records their answer. He continues to say open-ended questions are asked to ensure that the participants can voice out their opinion. Groups of 2 farm workers and 2 farm managers were organised per day to express their views and experience on the lived experiences of farm workers enrolled in Adult Education Training (AET) program at the farm.

All research participants were approached to make appointment on their convenient dates, time and venues prior to the sessions. The respondents participated voluntarily to give their views on the topic of study. At the beginning of the session, the researcher re-explained to the participants the purpose of the study, their role as well as rights giving every participant a fair chance to make contributions.

Bryman (2012), argue that the individuals may often argue with each other's views leading to more realistic account of what people think, and in that way the researcher can study how participants collectively make sense of a topic under study to construct meaning.

Focus groups were justified to be used in this study because they help respondents to give their opinions freely, interact with others and give the interpretation of their world around them and to express how they define and make meaning of the situation they find themselves in.

In this study focus group interviews were used where the researcher acted as a facilitator and guide in the discussion to avoid the risk of having one or two out-spoken participants to dominate the session (Yin, 2011). Focus groups interviews were used to illicit views that would be emotional and spontaneous and to allow a social discussion among the participants during the session hence, allowing the researcher to obtain multiple perspectives on the study.

This method was chosen because it saves time since participants were grouped together and the method is good at providing security against fear and criticism. In general, focus group interviews were used to allow the researcher gain the participant's deeper views. Interview questions were given to the respondents before the interview session such that they would get prepared for their responses.

Interviews promoted the gaining of first-hand information, where participants answered in their own way, in their own voices, setting and experience. Face to face interviews have the highest rate and permit non-verbal communication and the use of visual aids (Yin, 2011). Therefore, face to face interviews also give a chance to the researcher to clarify on questions or re-phrase the questions. They also promote the follow-up questions aimed at clarity and authenticity of information.

Through interviews, the researcher allowed the respondents to air out their views freely without influence based on a solid rapport establishment.

Interviews were good for standardisation of answers with the ability to note the variations by the researcher. The approach helped the researcher to record responses while reducing on errors thus, promoting reliability and validity of the study.

Nevertheless, interviews are challenged by unprecedented approaches by the researcher where a researcher may be attempted to give clues to the responses of the participants. Secondly, interviews may create insecurity in participants which may result to withholding important information for the study.

Issues of rapport are very important to address during research, honesty, openness, and mutual trust (Creswell, 2014). Conducting interviews is also time consuming on both parties. This implies that, interviews require discipline by the researcher to give space for the responses to flow while holding back on the emerging questions by the researcher until the participant finishes his/her response (Galetta, 2013). The researcher carefully planned before hand for all these situations and was aware of all these circumstances.

3.7: Sampling

Stratified sampling and Purposive sampling were used in this study which ended up to the stratified purposive sampling. The aim was to first determine important segments of the case study which were the lived experiences of farmworkers enrolled that defines participants and that were useful in the study. The next step was to purposeful select the participants in those segments or groups. Which works in the favour of the study because each of these group of strata enabled useful findings.

The sample consisted of 22 farm workers and 2 farm managers based on their knowledge and experience about the topic. The farm workers were considered because they are the ones for which the study is focused. The farm managers were the overseers, supervisors, or administrators of the farms. There were no influence rather opportunistic tendencies in selection of respondents. After studying the sample, the researcher generalised the results to describe the properties of the whole population.

The quality of research work does rely solely on the effectiveness of the methods employed but also on the representativeness of the sample (Creswell, 2014). Iiyasu and Etikan (2021) assert, a sample as a part of fraction of a whole or subset of a more extensive set that is randomly selected by the researcher to participate in a research study. Sampling is a researcher's process of selecting the sample from a population to obtain information regarding the phenomena in a way that represents the population of interest.

Population is a very large number of persons or objects or items which is not feasibly manageable. A sample is thus, a section of research variables to be studied in a large population to acquire knowledge about the entire population to predetermined research variables. Instead of studying the whole spectrum, the researcher selected representative variables of the target population to simplify the study; save time and cut costs.

3.7.1: Stratified purposive sampling.

The study's population was determined by farm workers who work and who are also enrolled for AET program and managers who supervise the farm. Selected participants represented situations experienced by general farm workers enrolled for AET classes. The study is quite specific on who is being studied as the focus is on the enrolled group. A sampling method that divides a population into smaller groups known as strata (Sharma, 2017). Stratified random sampling involves separating the target population element into homogenous, mutually exclusive segments, from each segment simple random sampling is chosen (Ilyasu and Etikan, 2021).

This sampling technique is very useful for collecting samples with specified characteristics which are scattered in the population in precisely the same proportion of which that might help to improve the sample's generalisability of the results in relation to the population (Jawale, 2012). This implies stratified random sampling are constructed based on common attributes and characteristics among members (Sharma, 2017).

Table 2 outlines different attributes which were considered important in the sample frame.

Table 2: Sample frame for farm workers enrolled for AET.

Description	Male	Female	Total
Residents at the Hostel	5	10	15
Non-residents	2	5	7
Farm workers enrolled for AET	7	15	22
Total	7	15	22

From data above, out of twenty-two farm workers enrolled on a farm, only 5 (five) males reside at the hostel and 10 (ten) females while 2 (two) males are non-residents and 5 (five) females. Only 7 (seven) male workers enrolled for AET with only 15 (fifteen) females. Data explains the gravity

of the lived experiences of farm workers and the anticipated challenges that they face as it was discussed in the finding and analysis chapter.

Purposive selection method was used in the study to enable the researcher to identify choose participants that would best satisfy the need and objectives of the research. All participants were purposively selected across the spectrum of the lived experience of farm workers enrolled for AET program as well as managers on the farm. The purpose of purposive sampling was to identify respondents who have the right information (Creswell, 2014).

Babbie (2014) holds that purposive sampling is a process whereby the researcher selects a sample based on experience or knowledge of the group. Purposive sampling means participants are selected because they possess the distinct features of the data needed. Brink, Van der Walt and van Ransburg (2012), explained purposive sampling as a technique which is based on the judgement of the researcher regarding participants. He further says that participants are regarded as typical representatives of the study who are knowledgeable.

Zohrabi 2013). opines, in purposive sampling the participants selected because of their deepening characteristics that make them the holders of the data needed for the study. Sampling decisions are therefore made for the explicit purpose of obtaining the richest possible source of information to answer the research question. However, decisions made are not restricted to the selection of participants but also involve the setting, incidents, events, activities to be included in data collection.

Types of sampling include, random sampling, stratified sampling, cluster sampling. Purposive sampling was included to pick up respondents with the most-rich data. Purposive sampling was used to those respondents and situations which had the full potential for the advancement of the study. Participants included 22 farm workers and 2 farm managers. The researcher was convinced that the selected sample was within the ambits of the topic under study as well as the proximity and working experience of the researcher.

The sample framework of participants was based on the possession of the characteristics, knowledge, experience, being sought to satisfy the study needs (Cohen, Manion and Morrison, 2014). Participants were selected based on willingness through word of mouth and formal request.

The advantage of stratified purposive sampling is that it allowed the researcher to select the sample based on knowledge of the phenomena being studied.

It is upon a researcher’s knowledge of the sample population that judgment is made of the participants in the sample as to who would be relevant and resourceful. Participants responded through focus and individual semi-structured and focus-group interviews. which lasted for 1.45 minutes.

3.8: Sample Size

Based on the criteria mentioned above the study was conducted under the population of 22 (twenty-two) farmworkers enrolled and 2 (two) farm managers. They were given an equal chance to participate but it was needed that they should meet one of the above-mentioned criteria. In the selection process, the researcher ensured that each criterion was represented before commencement with data collection.

Table 3: Farmworkers at the farm

Description	Number of Male	Number of Female	Total
Farm workers enrolled for AET	7	15	22
Farm workers who were not enrolled for AET	47	40	87
Total	54	55	109

3.8.1: Profiling of participants

This was relevant to the study to concretise the literature review which affirms the low level of education for farm workers as being bred by history, poor government policies, background among other factors.

3.8.1.1: Different profiles of farm workers at the farm

Through individual semi-structured interviews, the researcher collected data on the profile of enrolled adult learners regarding their educational level. The following table presents the profile of participants in this study.

Table 4: The Profile of farm workers

Name	Age range	Highest level of education	Occupation	AET Level being attended
PA, PF, PG and PK	30-40	Grade 11	Farm Supervisor	4
PB, PN, PU and PJ	30-40	Grade 8	Field planter	4
PC, PH, PL, and PO	30-40	Grade 5	Irrigator	4
PD, PI, and PM	40-50	Grade 3	Irrigator	3
PV and PP	40-50	Grade 1	Plant Harvester	3
PR and PT	30-40	Grade 2	Field planter	3
PE, PO, and PS	20-30	Grade 11	Supervisor citrus	4

From table 4, only 4 participants between the age of 30-40 reached grade 11 who worked as Farm Supervisors enrolled for L4 and between the age of 20-30, only 2 participants who work as Citrus Supervisors enrolled for L4. There were 4 participants between the age of 30-40 who reached grade 8 who worked as Field Planters enrolled for L4 with only 4 within the same age-group who reached grade 5 and who worked as Irrigators enrolled for the same Level (L4). Further, only 3 participants within the age of 40-50 reached grade 3 who worked as Irrigators enrolled for L3. Between the age of 40-50, only 2 participants reached grade 1 who worked as Plant Harvesters enrolled for L3. Lastly, between the age of 30-40, only 2 participants reached grade 2, who worked as Field Planters enrolled for L3. This data explains the dire low level of education possessed by farm workers. This underlines the importance of education and training for AET for farm workers.

3.9: Data analysis

Thematic data analysis was used to analyse the study. This was relevant because the study was based on qualitative research design. The process was done in a way of making sense of the views and opinions of farmworkers, corresponding patterns, themes, categories, and regular similarities

(Creswell, 2014). Data analysis comes into play because it is one of the common forms in qualitative research (Javadi and Zarea, 2016). The term data points to information that is collected in a systematic way, organized, and recorded to enable the reader to interpret it correctly. Thus, data analysis is the process of bringing order, structure and meaning to the mass of collected data (Creswell, 2016).

The idea behind thematic analysis stems from the implicitness of a theme was to organise the group of repeating ideas that assisted the researcher to answer the research questions (Vaismoradi and Snelgrove, 2016). This stage led to coding of ideas in a form of unity to ensure a high degree of interpretive level and elements that would bring the understanding of the subjectivity of the participants (Sharp and Sanders, 2018).

Data analysis involves reducing the high volumes of information, sorting out the significant from the insignificant ones and relevant from the irrelevant ones, identifying patterns and trends and constructing a framework of communication for the purpose of research. It is an inductive process of transforming data into intelligence, organizing it into themes and categories and identifying patterns or relationships among categories (Bourke, 2014).

Data collection and analysis happen simultaneously. They are inseparable because of their intimate relationship for building a coherent interpretation (MacMillan and Schumacher, 2010). The purpose of data analysis is to generalize data through a comparison of various materials, texts or cases. Data collected was classified, categorized, identified, presented and interpreted to discover and describe emerging nuances. All data collected was recorded verbatim and analyzed using codes in reference to participants and sources before the final findings were presented.

3.9.1: Data analysis process

3.9.1.1: Step 1: Organising and preparing data.

Interviews were conducted with all the participants. The researcher used audio tape recorders to record the responses of the interviews that he later transcribed verbatim. This stage involves organising and preparing data through different ways of collecting qualitative data include recorded focus groups, observations, texts, documents, public domain sources, policy manuals and photographs. These means of collecting data might have been used by the researcher however,

what is vital is to immerse into data to the extent to be familiar with the depth and the breadth of the content (Nowell and Moules, 2017).

3.9.1.2: Step 2: Reading data.

The researcher frequently read through all the transcribed information to get a better understanding of it. The researcher played and re-played the recordings as well as revising the written transcripts for the purpose of understanding and transcribing as per farmworkers responses. This gave more insights of what data entailed.

3.9.1.3: Step 3: Coding of data

The focus in this study during the organisation of patterns was to determine the themes, focused mainly on the lived experiences of farm workers enrolled for AET classes. In this study, data coding was done in different ways using coloured marker pens, making copies of responses, and sorting responses into smaller sections that were grouped together. Open coding was carried out through dismantling the texts, while the contrasting relationships among different concepts were also assessed and organised systematically. The classified categories were informed by the established theoretical framework. The final analysis involved comparing materials within categories to look for variations and nuances in meaning. Bryman and Bell (2014) explain keywords, names, letters, and numbers are assigned to themes according to the source as pseudonyms to hide the identity of the participants. Coding was used to make sense of the collected raw data and to categorise them into different themes and patterns.

Data coding consists of arranging data into themes and categories and naming them according to the kinds of participants (Creswell, 2014). The process of coding is the part of the analysis as data was organised in meaningful themes. This stage involves the generation of labels with vital indicators of data that will guide the analysis of data (Braun and Clarke, 2013). In this phase, data was organised in a meaningful and systematic way with different codes for different participants (Maguire and Delahunt, 2017).

3.9.1.4: Step 4: Generating descriptions and themes for analysis.

After the step 3 of Coding of data, four themes emerged from the analysis of data. The themes were supported by categories. The following themes are (1) Farm living conditions which was

derived from the categories housing facilities, family living conditions and learning and living conditions. (2) farm workers are educationally marginalized derived from the category family financial background. (3) Farmworkers lived experiences derived from the categories minimum wage and hard labour, positive lived experiences of attending AET class; balancing work, family and AET classes. (4) Farmworkers need for learning derived from the categories individual and social learning needs; impact of learning in a AET class; farmworker ways of learning and illiteracy challenges of farmworkers. These emerged themes and categories discussed in length in chapter 4.

Braun and Clarke (2013) consider themes as a pattern that captures something interesting regarding data collected. This stage focuses on sorting potential themes and collating relevant codes for data collected. Creswell (2014) maintains a researcher should use five to seven themes in a single study. The detailed descriptions provide details by giving information regarding the participants, places and events. Codes were given and used to label the information provided by different participants.

At this phase, the researcher reviewed coded data for each theme to check whether there is a pattern of coherence. The validity of individual themes was considered to determine whether the themes accurately reflect the meanings evident in the data set as a whole (Braun and Clarke, 2013). Data collected was analysed through inductive reasoning. Bertram and Christiansen (2014) hold inductive reasoning works from specific observation to broader generalisation and theories. The aim is to start from the raw data that is collected to detect a pattern that will lead to the development of themes. The categories and coding of data is then developed based on raw data being processed.

3.9.1.5: Step 5: Presenting the themes and description.

Chapter 4 present the four themes and describe them by relating to the data collected from farmworkers through semi-structured interviews and focus group. At this stage the researcher needs to have themes that have a meaning in terms of what they are about. Data supporting can be included in an individual and multiple themes where some may be overlapping (Braun and Clarke, 2013) . Themes were defined and supporting data was also presented. The researcher presented the findings collected from the respondents using a Narrative approach.

3.9.1.6: Step 6: Interpretation of data

It is important that the analysis provides a concise, coherent, logical, non-repetitive and interesting account of the story, data tells (Braun and Clarke, 2013). Usually the end-point of research is some kind of report, often a journal article or dissertation (Maguire and Delahunt, 2017). This was the last step in the data analysis process. The researcher reviewed all the study findings while focusing on the aim of the study, namely, investing the lived experiences of adults enrolled for AET program. It is anticipated that, the researcher would publish the study findings as a final step.

3.10: Reliability

To ensure reliability in this study, several approaches were used to record the researcher's observation constantly as well as triangulation. All the responses were recorded verbatim and accurately, and all the transcripts were checked thoroughly to ascertain that they did not contain simple mistakes made by the researcher. The researcher confirmed that there was no deviation in the meanings of the assigned codes to different data. The researcher constantly checked and compared data and the codes, as well as their interpretation.

In this study, reliability was ensured, beginning with the nature and scale of the questions in the questionnaires and the interview sessions. The questions set were in simple and clear language to avoid ambiguity and prevent unnecessary stress on the part of the respondents. During interviews, the researcher clarified the questions where necessary. The questions were set within the ambit of the work environment of the participants. In addition, the researcher outlined and explained all the steps to be followed in a manner that could set the participants at ease.

Relationships with the subjects being studied are extremely important to move from being a stranger to being a friendly, trusted person. The researcher established, assessed and reflected on his behaviour, feelings and responses in relation to the behaviours of his subjects as he started to collect data for confirmation of the truth. He ensured the findings were credible to the extent that they could stand up to scrutiny.

The researcher was as consistent as possible in collecting data from all the respondents. He created a conducive environment for the respondents to feel free and comfortable. The researcher also made sure that his pre-conceived opinions did not influence the responses of the respondents nor the study findings. Any anticipated issues were clarified to the participants beforehand. The

researcher avoided feelings that could make him aloof or lead to misconceptions and false judgment regarding the respondents' views.

Furthermore, the researcher guarded against misunderstandings on the part of the respondents within the question framework so that the respondent could answer the questions freely. He alerted all the participants before time, providing clarification where the participants seemed to be giving ambiguous information to guard against misunderstandings and misconceptions.

Reliability is the consistency or stability of measurements over a variety of conditions in which the same results should be obtained. Accordingly, reliability refers to the dependability and replicability regarding measurements, instruments and groups of respondents over time (Tavakol and Dennick, 2011).

Reliability may be regarded as the fit between what a researcher records as data and what occurs in the natural setting that is being researched. If the results can be reproduced under a similar methodology, then the researcher's instrument is reliable. In effect, it is the repeatability of the informants' accounts as well as the investigator's ability to collect and record information accurately. In this regard, Robson (2011) points out that, the evidence of validity and reliability are prerequisites to assure the integrity and quality of a measurement instrument (Robson, 2011).

Importantly, reliability generates research dependability, trustworthiness, credibility, applicability and conformability. In addition, reliability seeks to ask the following questions. Will the measure that you have employed yield similar results? Does the measure really measure the theoretical concept? Will all the items of the measure be consistent internally? (Creswell, 2014). The consistency of the results repeated in the same situation, in the same way on the same variables, is extremely important in any study. Any measure is considered reliable if the score is persistent when using the same test given.

3.11: Validity and trustworthiness

To ensure validity and trustworthiness, the researcher emphasised that, there were enough resources to collect data with the necessary arrangements. Furthermore, the data were recorded accurately to guard against the distortion of the views of the respondents (Cohen and Morrison, 2014). The researcher ensured the validity of this study through prolonged and persistent fieldwork

and by establishing a positive rapport with his respondents. This was aimed at developing an understanding of the phenomena under study (Creswell, 2014).

The researcher used simple and clear language throughout the research process in both Focus and individual semi-structured interviews and recorded the responses of the participants verbatim without adding or subtracting anything. The researcher also noted the opinions of the respondents as data were collected. He used audio methods to record the responses of the participants, which helped him with the process of coding and reporting (Creswell, 2014).

Validity is seen as the integrity of the conclusions that are generated from a piece of research (Robson, 2011). It is synonymous with dependability or credibility and the accuracy of the scientific findings. This implies that all parts of data must be inspected, analyzed, and tabulated appropriately finally to give the reader a chance to gain a sense of the data.

In turn, measuring research tool should measure what it is supposed to measure. Importantly, validity refers to the degree to which an empirical measure represents the exact meaning appropriately and explores the accuracy of the questions asked, the data collected, and the explanations offered. In effect, a valid study should demonstrate what exists, therefore, a valid instrument or measure should actually measure what it is supposed to measure. Moreover, validity ascertains whether the findings are correct between the researcher and the participants. Such findings should have truthfulness in themselves, and the explanations of those findings should be accurate. The perspectives, the opinions, and attitudes of respondents can also contribute towards the validity of the data (Robson, 2011).

Importantly, Creswell (2014) notes when reading a research study, you need to look for evidence that the researcher has addressed the issue of validity, including, *face validity*, *content validity*, *criterion validity* and *construct validity* where the underlying theory is tested.

3.12: Ethical considerations

Participants signed informed consent letters after clear explanations on what the study entails and the purpose of the study Annexure A/ Annexure A1). Creswell (2014), believes informed consent ensures that individuals participate in an exercise out of choice, free from any element of fraud, deceit, duress or similar unfair inducement or manipulation.

Permission was requested from the authorities and participants to conduct the research (*Appendices, -----and ---*. Secondly, the researcher disclosed his status and interest in the study as a way of promoting the research integrity. The researcher also explained all the procedures to be followed in an introductory letter to the participants beforehand.

The second informed consent letter (Annexure Band C) signed by the employer for permission to access the farm and conduct the study. Lastly, the ethical clearance approval was obtained from the University of Kwa-Zulu Natal Ethics committee (Annexure D) to ensure the study was approved by the University. For the purpose of this research, the researcher made it a requirement that every participant should indicate his or her willingness to participate in the study through the signing of the informed consent letters.

For the purpose of this research, the participants were allowed the freedom to participate willingly and withdraw from the study at any time or refuse to provide information if they so wished. No token or favour was promised to any participant. Although the participant consented to the data release, freedom of refusal and access were also granted throughout the research process. This meant that their data would not be used at all in the research and would be removed immediately upon request.

To ensure security against harm, all the participants were informed of the potential impact of the investigation beforehand to give them an opportunity to participate in or withdraw from the study (De Vos and Strydom, 2011). The researcher adopted a good research language that was not offensive within the administration of interviews and questionnaires. The questions were framed in simple and clear language, so that no harm could be caused to the participants.

Both the participants and the researcher agreed on the tools to be used to avoid any loss of self-esteem. Importantly, the participants were always respected, thereby minimising any psychological risks and maximising the research benefits at all times. The researcher offered the uncompromising safety of the research participants considering the risk/benefit ratio through consent and a good rapport.

There was no judgement in any way that would offend participants regarding their experiences on education and working and so as their educational background. There were no names of the participants that were mentioned throughout the study. Participants were referred to as participants

and no name or the identities of any participants were ascribed on data given. Instead, Pseudonyms and codes were used. The interviews were conducted in a language that was simple understandable by participants and then interpreted back to English for reporting purposes of the study.

Confidentiality was assured to participants and the fact that their views would remain anonymous. Participants were further assured of feedback regarding the findings of the study and the contributions that the study would have on their context if there is any. All data was collected from the participants with their permission and the objectives of the research clearly explained beforehand to the participants. Assurance was given to participants that their data would be used for academic purposes only. Participation in the study was voluntary with the right to withdraw from the study or refuse with data at any point and for any reason.

Freedom in expressing their ideas and thought will be given to the participants. The researcher did not ask any sensitive and personal questions. No data was disclosed to un-authorized persons and participant were not harmed or abused, both physically, morally and psychologically. The researcher established a good rapport, good communication and cooperation between herself and the participants. Even though the researcher has a right to search for the truth, he should not do it at the expense of the freedom and right as well as integrity of the participants. Both parties have the right to privacy (Cohen and Morrison, 2014).

The researcher promised to protect the identity of the participants so that there were no harmful consequences regarding sensitive or negative findings or the stigmatization of institutions or communities. To preserve anonymity, all data collected was coded.

Furthermore, no participant's details were made known to outsiders, and no data were recorded without the consent of the participants, and no one had access to the data apart from the researcher. Sample selection, data collection and reporting were considered carefully and ethically. No one apart from the researcher knew the addresses and personal details of the participants and all the data were kept private.

All the information and participants' identities were kept confidential as mentioned before. The researcher observed the traditional ethical principles of autonomy, beneficence and justice. Data was coded and captured in a computer program that was password-protected with authorised access only.

For the purpose of this study, the researcher made it clear that the participants' identities would not be used for any purposes, nor would any information be shared that revealed their identity in any way. Furthermore, no hidden apparatus was used. All the apparatuses used were agreed upon by both parties.

The privacy of the participants was maintained through the removal of any identification information before widespread dissemination of information, using pseudonyms. In addition, private passwords for all the data stored were used. Lastly, all the unnecessary work was destroyed using standard ethical means.

To ensure that data were dependable, the researcher recorded the views of the participants verbatim so that the respondents would be able to confirm that those were indeed their views. After generating the transcripts, the researcher verified them with the participants to confirm whether those transcripts actually reflected the participants' responses. The consistency of results, as well as triangulation, was also emphasised.

To determine conformability, the views of the participants were written verbatim in italics to represent the voices of the participants and to separate them from the interpretation of the researcher. The researcher also used an audit procedure after all the data had been transcribed and recorded.

All respondents were briefed of the ethical considerations in the names of confidentiality, privacy, respect and anonymity principles. Issues of dependability credibility, conformability, transparency honesty and trust, confidentiality, privacy, informed consent, voluntary participation, safety and harm to participants, and permission were given special attention.

In this regard, the identities of the participants were concealed using pseudonyms and the data were processed anonymously by assigning codes to them. The principles of beneficence were emphasised to ensure the protection of the participants against harm and or exploitation or any form of coercion during the research process.

The researcher explained the aim of the study to the participants as well as the fact that it was purely for academic purposes to build a body of scientific research and that no information received would be used against any participant. The participants were given an opportunity to ask

any questions at any time they did not understand any conditions. Consequently, the researcher reported the responses of the participants without any additions.

Furthermore, the researcher attempted to understand the social status of the participants as farm workers and farm managers on the lived experiences of adults enrolled in AET program. This allowed the researcher to gain a deeper understanding of the field of research. The security of the data was emphasised, where no private access to it by unauthorised personnel would be granted apart from the participants themselves, the researcher and the supervisor.

There was an understanding between the researcher and the participants regarding the necessity of building trust between the two parties (Creswell, 2014). Accordingly, the researcher established a good rapport between himself and the participants, which was conducive for the atmosphere in which the data collection process took place.

In this study, the researcher provided a detailed description of the setting of participants and themes that emerged from the data

The study aimed at investigating the lived experiences of farm workers enrolled for Adult Ethics define what is and what is not legitimate for the research process. It denotes to the moral values of the research subjects especially how the researcher ought to behave and administer research with the participants. The ethical considerations involve, research procedures, accepted and unaccepted behavior in research studies. The purpose of ethical issues is to ascertain the dignity and integrity of human research subjects. Ethics tend to protect the participants before, during and after the study to such an extent that, they are not abused, coerced, or their rights violated in the quest for scientific research or for career advancements (Cohen and Morrison, 2014).

Ethical considerations uphold human dignity, privacy, anonymity, self-esteem and independence of the respondents. It includes reporting of data without fabrication, falsification, misrepresentation or favoritism, with honest, relationship and anything that protects the prejudice of the study (Creswell, 2014). The ethical aspects of a research were strictly maintained in this research.

Conclusion

In this chapter, the research methodology was presented by outlining important areas that guided the approach of the study. The research design of the study was presented which is in the form of

a case study. Data collection techniques chosen based on the chosen design were semi-structured interviews and focus groups. The population and sample size were defined through a presentation on a table. The sampling technique was through stratified purposive sampling where criteria to select participants was also discussed. Lastly, the ethical considerations were also detailed in this chapter to ensure all relevant aspects necessary were covered. The following chapter provided the presentation and analysis of study findings.

Chapter four

Findings and discussions

4.1: Introduction

The previous chapter presented the research methodology and outline important areas that guided the approach of the study. The focus of this chapter was to discuss the themes emerged together with data from participants as well as the analysis of data through the themes with its derived categories.

4.2 Themes and categories derived from the data.

Table 5 below determines the themes and categories that enabled data analysis of this study. The process was discussed in chapter 3 in terms of how these themes emerged from the data. Detailed discussion below determines participants views and followed by the analysis of a theme and category accompanies it.

Table 5: Themes and categories derived from the data.

THEMES	CATEGORIES
<ul style="list-style-type: none"> • Farm living conditions 	<ul style="list-style-type: none"> • Housing facilities. • Family living conditions. • Learning and living conditions.
<ul style="list-style-type: none"> • Farmworkers are educationally marginalised 	<ul style="list-style-type: none"> • Family financial background
<ul style="list-style-type: none"> • Farm lived experiences 	<ul style="list-style-type: none"> • Minimum wage and hard labour • Positive lived experiences of attending AET classes. • Balancing work, family and AET class.
<ul style="list-style-type: none"> • Farmworker need for learning 	<ul style="list-style-type: none"> • Individual and social learning needs • Impact of learning in a AET class • Farmworker ways of learning • Illiteracy challenges of farmworkers

4.2.1 Findings and discussions

4.2.1.1 Farm living conditions

Under the theme “farm living conditions” three categories emerged: housing facilities; Family living conditions and learning and living conditions. These categories are explored in the below section.

4.2.1.1.1 Housing facilities

From interviews and focus group, the researcher found out the housing living conditions for the farm workers at the farm. It was discovered that; the farm has hostels which accommodate a sizeable number of workers. Other farm workers who are not housed at the farm commute. The hostels are structured into single and sharing rooms. From the interviews, workers who do not stay at the farm, transport is arranged for them (trucks and bakkies).

From focus-group interviews with the farm manager, farm manager **AA** observed,

“Ideally, the founders of the farm wanted to create structures that reflect the employee’s home background. Structures that are similar to their homes rural area. As you can see, there are several rondavel structures which reflect their rondavels back at their homes. Other big hostels are planned for sharing for families. Another thing at the back of the mind of the farm owners was, farm workers spend most of their time here at the farm so, when they finish a day’ work, it would be like they are going home because of the house set-up”

From the above transcription, poor housing conditions seems to be a style of life for poor farm workers as indicated. According to the remark by farm manager **AA**, the background of farm workers appears to be following them wherever they go even when they anticipate better housing living conditions away from their original homes. The conditions of living in these hostels deprive farm workers of their entitlement to attain a better life, privacy, and development especially where rooms are shared.

4.2.1.1.2 Family living conditions

Participants were of the view that the living conditions created for them at the farm does not suit to live with the family. Participants mentioned that it is not that other farmworkers are disrespectful to each other. The issue is the structure they live in create an unfavourable environment to live

with a family. Another issue they mentioned was the affordability, they don't have money that can enable them to change their living conditions with their families. If they don't accept what they have they don't have an option to opt for.

Participant **PA** had this to say.

“Our houses are like school hostels. Married or not married, there is no respect for privacy. Even if you have money, you cannot buy things for the house because the space is so small. We are lucky we earn small money. Our houses are not in a condition you may call home. Remember, we have lived here for long, and we are yet to continue living here. Some have died here and we may also die here without living in a good housing condition. It is too painful for us. Unfortunately, we do not have power to change our circumstances, farm owners do.”

From the above remark by participant **PA**, one can imagine the circumstances surrounding the housing conditions for farm workers. The remark offers an emotional feeling. The housing facilities seem to lack the basics of a normal room and do not permit privacy and independence. From the data above, farm workers are entangled by a circumstance they do not have power and ability to turn around. Secondly, even the farm owner whom they thought would change their housing conditions does not see the need to do it. Such poor housing facilities for farm workers indicate a committal aspect of life to these conditions until death do them apart.

4.2.1.1.3 Learning and living conditions.

In this category it was determined that the studied farm conduct AET classes in the same area where their living houses are situated. From semi-structured interviews, participant **PD** described the learning environment as follows.

“Our classes are spacious enough to accommodate all the learners. We have enough furniture, and materials to use. Our facilitators are very friendly, professional, and supportive towards our studies. They understand our background, the need and challenges we have in our lived experiences both at work and home.”

Analysing the above comment, participant **PD** sounds proud of the conditions of learning. The motivation for studying is facilitated by the nature, character, professionalism, and personality of the facilitators for adult classes,

Participant **PE** added.

“We have different age. Some are old, others older and others young. We also have different educational levels. Regardless of the different age and educational levels, we learn cooperatively with respect to each other. Those who reached higher levels of schooling do assist those with lower educational levels. We have discussion groups which help us a lot. Our facilitators too, assist us in the study challenges we may face.”

From the above remark, it is imperative to note the different cohorts of students in an adult class with different cohorts of life experiences. However, the environment is set in such a way that, all differences are frozen for one common goal. The remark indicates both the facilitators and peer support regarding the learning environment. Progressive methods of learning like group discussion were used to promote appreciation and awareness.

From the responses of participants, the researcher concluded that there are no issues with the learning environment where AET classes were conducted. The farm boasts of an infrastructure which serves as classes donated by one of the farm partners to contribute towards empowering farm workers. Adult learners can be engaged in group discussion and learn as an individual. This implies adult classes for farm workers are composed within a learning and teaching environment where specified learning is premised. The importance of this data to this study was to indicate that adult learners are also assessed for the modules they offer for throughput and certification. It was analysed from this data, that adult learners were able to be seated in an organised, sizeable distance from each other for concentration and privacy of work.

Through focus group, participants determined that adult classes were facilitated with desks, board, fans, chairs, a photocopy machine, computers, electricity, and stationery. Note should be granted that, adult learning has different cohorts of students with different cohorts of educational levels and background. Hence, facilitator and peer support were imperative. Furthermore, adult learners elaborated that they were asked to sign an attendance register whenever they came to attend to classes. This was treated as the legal document for presence and absence in lieu of the leave granted by the farm owner to leave early from work for studies. Initially, some adult learners used to mark with a cross or X when they were asked to sign attending adult classes, the participants stated that after some time of their progress of their learning a class register signed with consistent signatures. When they describe the external view of the classroom, the researcher was convinced of the effort

and commitment for adult classes at the farm. From the outside view, the structure seems to be facilitated with the basic and minimum learning and teaching infrastructure. The structure was painted, ventilated, isolated, and shuttered for security concerns.

4.2.1.2 Farmworkers are educationally marginalized.

Under the theme “farmworkers are educationally marginalized” a category emerged: family financial and social background; This category was explored in the below section.

4.2.1.2.1 Family financial background

Participants view on their educational history and their highest level of education was based on issues regarding family unaffordability. This made it clear that family financial issues can prohibit them from the opportunity to complete certain levels of formal education. For both semi-structured interviews and focus group participants were asked their highest level and the reason to stop in that level. Common responses were pregnancy, loss of jobs by parents, death of parents as breadwinner, increasing number of siblings due to be birth and that create financial burden at home. The best option was to leave school and look for work.

While conducting focus-group interviews, participant **PM** remarked.

“I am not sure I have got the highest level of education I was told by my relative who knew my parents that I stopped in grade 2. While married, my mother fell pregnant with another man. My mother decided to leave me with relatives who raised me. I do not remember much about my schooling. I grew up looking after cattle. My love for agriculture started there. Many of my relatives have worked on the same farm. I also looked for a job at this farm. Due to my passion for education, I enrolled for adult program.”

The analysis of this data implied that; farm workers had a low level of education to such an extent that many of whom did not recognise their highest level of education. This underlined the need for adult programs with a comprehensive, relevant, and positive offering to address the literacy needs for farm workers. Visser and Ferrer (2015) hold the population of farm workers have a relatively low average level of formal education beyond Grade 12.

Participant **PJ** had this to say.

“I last attended school in grade 11 My father passed away and things changed completely at home. He was the only breadwinner and we only relied on him with everything. I tried to continue studying but there were a lot of things. My mother could not afford the requirements of the school like uniform and stationery. I decided to look for a job at a young age. I started working in a store pushing cleaning and trollies to support my mother until I got this job at the farm where I enrolled for adult classes.”

Many enrolled farm workers seemed not to have a memory of their highest level of education. Many were old and others might have not obtained a formal school education. Secondly, poverty played a key role in their life and a need to get a job to help back home.

During focus-group interviews, participant **PM** remarked.

“Most of the farm workers have no education at all. Our stories look similar. We all dropped out of school in similar situations. Our parents were poor and might have not struggled to fight their conditions at the time to give their children a brighter future. Some might have tried with no abilities to overturn their conditions then. So today, we are what we are determined our historical conditions way beyond we were born. Our parents lived the same conditions, we are living the same conditions and our children may live the same conditions including our grandchildren. That’s why we are working hard to change our lives and the lives of our children and grandchildren through adult classes”.

The analysis drawn from the above data implies that, farm workers basically have the lowest formal education levels. According to participant **PM**, similar conditions explain the lived experiences for farm workers. From the analysis, poverty, history, and background form the bedrock of the lived experiences for farm workers.

Apart from the issues of family financial background, participants reported that their low level of education does not demotivate them to attend AET classes. They are not holding on to their family financial issues and social issues led them to low levels of education. The researcher tried to establish different motivating factors that enabled farmworkers to enrol regardless of their educational disadvantage.

Through focus-group interviews, the researcher collected data on the motivating factors for farm workers for enrolling for AET classes? It should be noted that, “the level of education for farm

workers is very low beyond matric.” Responding to the question motivating factors, participant **PB** was quoted saying.

“I stopped in lower classes before I could not speak English and write properly. When I got a job at the farm, those who were interested in further education and training were asked to enrol for adult classes. To me, I looked at this as an opportunity to correct my life experience of living a life of uneducated person. As I speak to you now, I can try to speak broken English and I can write”

From the transcription above, participant **PB** was motivated by the need to be able to read, write and speak English. These are the basic literacy skills generally lacked by many farm workers as indicated by historical perspectives and the subsequent legislation thereof.

From the data above, the participant feels self-actualised due to the fact that, he has attained the necessary skills. It is believed that, AET levels are very low, hence, partners should come up with universal, comprehensive, inclusive and integrated policies supporting adult education providing equitable access to learning opportunities and strategies without discrimination (UNESCO, 2016a). The researcher observed a list of farm workers who were enrolled for AET program.

Participant **PC** also noted on the same question;

“I do not want to live behind the new age of science and technology. Today, everything is controlled by science, even ATMs, Cell phones, calculators, face book, what’s-up etc. Wherever you go life has changed. This means, everybody has to move with the changes.”

The analysis made here is that, modernity and the new era of science and technology motivated participant **PC** to enrol for AET classes with a hope to gain skills that would facilitate his life to copy-up and move in the global era. Deductions may be made here that, the need to possess knowledge and understanding of the prevailing circumstances was a key point in the motivation of farm workers for enrolment for adult classes.

Below is a farm workers’ education inventory summary that was observed by the researcher. The inventory was important for this study to provide evidence for enrolment of farm workers for AET program.

Table 6: Farmworkers educational inventory summary

Employee nr	Job title	Date engaged	Catagory	Education level as at current	Year completed	Worker's education request
1	Irrigator	2003-04-08	Perm	Grade 5	1986	Baking and Catering
2	Assistant Farm Manager	2001-04-19	Perm	Grade 12	2000	Unknown
3	Chemical Mixer	2011-09-12	Perm	Grade11	2010	Unknown
4	Clerks	2011-02-07	Perm	Grade 12	2002	Information technology
5	Bell Driver	2011-05-23	Perm	Grade 3	1978	Driving skills
6	Irrigator	1997-04-17	Perm	Grade5	1989	Catering
7	Induna	2012-01-09	Perm	None	N/A	Reading and writing
8	Irrigator	1994-04-24	Perm	None	N/A	Writing
9	Scouting	1999-09-01	Perm	Grade11	1992	Computer skills
10	Gardner	2010-02-08	Perm	N/A	N/A	Driving skills
11	Irrigator	2004-01-03	Perm	Grade 2	1989	Writing
12	Drivers	2011-05-04	Perm	Grade 4	1996	Sewing/design
13	Tractor Driver	2007-02-24	Perm	Grade2	1987	Reading and writing
14	Irrigator	1997-05-06	Perm	Grade 10	2004	Reading and writing
15	Irrigator	2003-05-05	Perm	level 3	2015	Security
16	Irrigator	1997-07-03	Perm	None	N/A	Sewing/baking
17	Clerks	2006-05-10	Perm	Grade 11	2002	Beadwork and Hospitality

18	Induna	1999-11-25	Perm	Grade 3	1993	Reading, Writing, and understanding English
19	Tractor Driver	2004-01-03	Perm	Grade 12	2001	Unknown
20	Scouting	1998-01-06	Perm	Level 4	2016	Computer skills
21	Herbicides	2003-04-07	Perm	Grade 2	1980	Unknown
22	Chain saw Operator	2013-01-07	Perm	Grade 8	2009	Sewing/design
23	Pack house Maintenance	2013-09-23	Perm	Grade 9	2004	Unknown
24	Mechanic	2013-09-23	Perm	Grade 12	2004	Unknown
25	Welder	2013-09-23	Perm	Grade 10	2001	Unknown
26	Capex	2014-03-24	Perm	Grade10	1992	reading
27	Tractor Driver	2013-09-23	Perm	Grade2	1987	Reading and Writing
28	Chemical Mixer	2014-02-26	Perm	Grade 12	1995	HIV management
29	Pack house Maintenance	2014-03-24	Perm	Grade 8	2004	Engineering
30	Chemical Mixer	2014-05-14	Perm	Grade 12	2000	Unknown
31	Pruning	2015-01-05	Perm	Grade 12	2012	Advanced computer training
32	Pruning	2015-01-05	Perm	Grade 6	1993	Engineering
33	Pruning	2015-01-05	Perm	None	N/A	Reading and Writing
34	Pruning	2015-01-05	Perm	Grade 5	1998	Reading and writing
35	Pruning	2015-01-05	Perm	Grade 11	2009	Security

36	Clerks	2015-01-28	Perm	Grade12	1999	Advanced Computer training
37	Induna	2015-11-01	Perm	Grade11	2001	Computer skills
38	Water shoot Pruning	2016-01-05	Perm	Level 4	2016	Farm Management
39	Water shoot Pruning	2016-01-05	Perm	None	N/A	Reading and Writing
40	Clerks	2016-01-05	Perm	Grade 12	1999	Office Admin
41	Water shoot Pruning	2016-01-05	Perm	Grade 9	2003	Bus management
42	Water shoot Pruning	2016-01-05	Perm	Grade 12	2010	Quantity survey
43	Water shoot Pruning	2016-01-05	Perm	Grade11	2008	Complete matric
44	Water shoot Pruning	2016-01-05	Perm	Grade 10	2007	Upgrade subjects
45	Water shoot Pruning	2016-01-05	Perm	Grade10	2004	Upgrade subjects
46	Water shoot Pruning	2016-01-05	Perm	Grade 12	2009	Upgrade subjects
47	Water shoot Pruning	2016-01-05	Perm	Grade 11	2007	Complete matric
48	Water shoot Pruning	2016-01-05	Perm	Grade 12	2008	Office Admin

(Extracted from Employer Training Inventory)

Data from the inventory on table 6 above, indicates the need for AET classes especially for farm workers. Different title bearers requested for different trainings to capacitate them in their day-to-day work at the farm as well as completing and upgrading their subjects especially those without matric. Training programs included, Baking and Catering, Information Technology, Driving Skills, Catering, Writing, Sewing/Baking, Beadwork and Hospitality, Writing and Understanding

English, Other courses observed on the inventory were, Sewing/design, HIV/AIDS Management, Engineering, Reading and Writing, Security, Advanced Computer Training, Computer Skills, Farm Management, Business Management, Quantity Survey, Complete Matric, Upgrade Subjects and Office Administration. Other farm workers did not request for training program at all. The reason for this was believed to be lack of time, loss of hope, lack of support and the negative attitudes from within and without.

From data above, many farm workers requested for adult literacy programs, i.e., reading and writing, General Education and Training, Computer skills and Information technology for the new age on science and technology while others opted for completing matric and upgrading subjects with few for the need to obtain a Certificate.

From data above, other farm workers requested for specialised training like, Computer Skills, Engineering, Security, HIV/AIDS Management, and Office Administration. Other trainings were general for survival in their homes and making other income besides farm work like, Understanding English, Sewing/Design, Baking and Catering and Bead-work and Hospitality. Other training involved Administration (clerks) Supervision (induna) and Management (Farm Management).

Data implies that, as much as the farm workers' level of literacy is low, they feel they can engage into the productive economy through enrolling for practical, responsive and relevant educational programs like AET which is destined to empower them. They are willing to embark on training that requires more reading, writing and concept grasping through AET classes. It is thus, imperative for farm owners to identify and support the need with resources to afford farm workers a chance to achieve one of the fundamental rights as provided for by the constitutional imperatives (RSA, 1996).

The program is divided into two aspects to cater for different literacy levels namely, IEB AET Levels: Level 1, 2 and 3 and GETC: Adult Basic Education and Training L4 (NQF L1). The program was designed for adults from no schooling to secondary education aimed at providing literacy foundations up to recognised qualification at the secondary level of schooling.

IEB AET levels: Level 1, 2 and 3 is the category that deals with basic foundations of literacy. Its main focus is on Numeracy and Communication. The purpose of this section was to advance the

problem statement and the reality that advances the background of this study for the low level of education for farm workers and subsequently the need for AET as a training program. IEB AET is not meant to teach literacy and communication alone to adult learners rather practical aspects within its content by associating with things that learners deal with on a daily basis (lived experiences).

This allows a learner to relate numeracy with their lived experiences. For example, numeracy in English, farm workers learn counting change, packing items in crates, how to use numbers in a watch, patterns and measurements. These are their lived experiences. The following table shows the framework for foundational mathematical literacy /Numeracy in English as offered to adult learners for Adult Education and Training) AET) classes. The framework was important to indicate the standard requirements that adult classes need to abide by and fulfil for certification

Table 7: The framework: Foundational Mathematical Literacy/ Numeracy in English

Number	1. Use numbers to make sense of situations, calculate and solve problems in a variety of familiar and unfamiliar contexts.
Finance	2. Manage personal finances.
Data and chance	3. Collect, display and interpret data in various ways and solve related problems.
Measurement	4. Make measurements using appropriate measuring tools and techniques and solve problems in various measurement contexts.
Space and shape	5. Describe and represent objects and the environment in terms of spatial properties and relationships.
Patterns and relationships	6. Describe, show, interpret and solve problems involving mathematical patterns, relationships and functions.

(Extracted from IEB and QCTO FLC Curriculum framework, 2012)

Data above data shows the frame work observed. Adults learn numeracy and arithmetic in terms of calculating and solving daily problems and challenges, adult learners also learn how to manage their finances, this includes expenditure, saving and investment. They also study interpretation and comprehension of simple and complex aspects. Further, adult learners according to the frame work learn cylindrical and other measurements, space and shape as well as patterns and relationships. This framework aims at ensuring that standard is met. The following table shows the foundational learning competence communication in English curriculum framework.

Table 8: Foundational Learning Competence Communication in English Curriculum Framework

FOUNDATIONAL LEARNING COMPETENCE COMMUNICATION in ENGLISH: CURRICULUM FRAMEWORK Organising Principles and Curriculum Overview	
<p>The term 'element' is used as an organising tool to describe the different components of the Foundational Communication curriculum. The elements refer to the areas of knowledge, skills and processes that should be covered in a Foundational Communication course or programme. They are set out separately as focus areas for a language programme, but are mostly taught, practiced, applied and assessed in an integrated way.</p> <p>Elements 1 – 5 are unpacked into learning outcomes. These are the intended results of learning and teaching, which describe what the learners should be able to do in relation to the curriculum element.</p> <p>Elements 6 – 7 are unpacked into applications that are integrated into general learning activities throughout the various curriculum elements. They are not presented as assessable outcomes.</p>	Element 1: Reading
	Element 2: Writing
	Element 3: Speaking and Listening
	Element 4: Visual Literacy
	Element 5: Language Structure and Use
	Element 6: Study Skills
	Element 7: Workplace Terminology

(Extracted from IEB and QCTO FLC Curriculum Framework, 2012)

Table 8 is relevant to this study as a requirement for standardisation in the teaching of English Communication to adult learners. There must be a standard and requirements to meet within the curriculum imperatives. From the data observation was made for the core literacy skills namely; writing, reading, speaking, visual literacy which dominate the curriculum for AET classes. The skills acquired according to the table above included, study skills, work place terminologies, language development and literacy. Data affirms the low communication level possessed by the farm workers enrolled for AET program. This underlines the need for the applied competencies necessary in the life and daily experiences of farm workers to the development of the self and the community as a whole. The following data shows the breakdown of the IEB results level explanation

Table 9: Breakdown of IEB results level explanation.

Result level	Explanation of the results
MERIT – (M) 80–100% (Levels 1, 2, 3 & 4)	Learners have done extremely well and can proceed to the next level with confidence. A certificate will be awarded.
HIGHER CREDIT – (HC) 70–79% (Levels 1, 2 & 3) 60–79% NQF 1 (AET Level 4)	Learners have done very well. A certificate will be awarded.
CREDIT (PASS) – (C) 50–69% (Levels 1, 2 & 3) 40–59% NQF 1 (AET Level 4)	Learners are competent at this level and are ready to start working at the next level. They have passed the examination. A certificate will be awarded.
THRESHOLD – (T) 40–49% (Levels 1, 2 & 3) 33.3–39% NQF 1 (AET Level 4)	Learners are not yet competent. However, they are close to obtaining a Credit. They need to demonstrate more of the outcomes required at this level. They need some more teaching and practice before they attempt the examination again. No certificate will be awarded.
UNGRADED – (U) 0–39% (Levels 1, 2 & 3) 0–33% NQF 1 (AET Level 4)	Learners were not ready for this examination. They need to do more work in order to demonstrate the required outcomes. They may have been entered at a level higher than the one they are ready for. They need to go back to the beginning of the level, or even to the previous level to prepare thoroughly before they attempt the exam. No certificate will be awarded.
Alleged Irregularity (AI)	This means that either a learner has allegedly copied or was allegedly assisted by the invigilator/facilitator and has been suspended pending the outcome of an investigation. The centre will be required to respond to the allegations.
Disqualified – (D)	Once the investigation into the alleged irregularity is completed, the Irregularities Committee will decide whether or not to disqualify the learner. The learner will not receive a mark and will be required to repeat the examination.
Incomplete Result (IR)	Where the learner did not submit the SBA or did not write, the learning area will not be resulted.

(Extracted from IEB, 2020)

Table 11 shows the different levels of achievement for adult learners. The table shows the criteria for assessment and achievement for progression, retention and demotion. From the table above, the criteria are indicated as merit (M) with 80-100% marks, Higher Credit (HC) for 70-79% for level 1, 2 and 3 as well as 60-79% for NQF level 1 (AET level 4) for certification.

Another level identified in this data is Credit pass (C) with marks 50-69% for levels 1, 2 and 3 as well as 40-59% for NQF level 1 (AET level 4) for certification. This is followed by Threshold (T) for 40-49% for levels 1, 2 and 3 and 33-39% for NQF level 1 (AET level 4) without issue of a certificate. Further is ungraded (U) with 0-39% on levels 1, 2 and 3 as well as 0-33% for NQF level

1 (AET level 4) without issue of a certificate. For Alleged Irregularity (AI), an adult learner is indicated as a learner who was unable to copy up with the requirement of the learning program, hence, facilitators need to explain.

Another criterion indicated is Disqualified (D) where an adult learner may be disqualified or asked to repeat a learning program after careful analysis. Lastly is Incompetent Results (IR) where a n adult learner did not produce any results for any achievement. The criteria were important for this study to guide trainers, facilitators and assessors within the training of adult learners to determine the level of achievement for learners and subsequently award them accordingly.

GETC: Adult Education and Training L4 (NQF L1) is a category within the program that catered for those learners who had completed AET L3 and learners who have a secondary level in their schooling lives equivalent to grade 9/ Standard 7. This category is conducted as per Umalusi and DHET requirements to allow learners obtain recognised certificates. The level required someone who had gained primary schooling background.

Fundamentals: English/ IsiZulu and Mathematical Literacy. Fundamentals form the foundation of adult learners' curriculum. The category consisted of languages and simple arithmetic as functions for problem-solving.

Core: Life Orientation. This category deals with personal management and the relationship to the community, awareness, appreciation, cooperation and general social interaction.

Electives: Small and Medium Enterprise and Ancillary Health Care. This category deals with the development of entrepreneurial skills, like baking, sewing and design, catering among others. The purpose of this category was to motivate adult learners to embark on other income-generating activities to supplement their farm-work earnings. This was purposed to improve the living conditions for farm workers.

Examination and Certification for IEB AET L1, L2 and L3, the providers of training in partnership with the farm get accreditation to provide an Adult program under the assessment and certification of Independent Exam Board (IEB). Each level conducts National examinations which are booked under IEB requirements. To be certified, a learner requires to score a minimum of 50%. A learner has to pass either or both Numeracy in English and Communication in English Examinations may be conducted at any time within the year guided by IEB Exam schedules.

For GETC: Adult Basic Education and Training L4 (NQF L1), training providers liaise with the DHET to register learners at the nearest Adult Learning Centres registered by the Department of Higher Education and Training to get access to the official examination. All Continuous Assessment Tasks (CATs) and Site-Based Assessments (SBAs) are collected, conducted and submitted to the nearest adult learning Centres. All lessons and continuous assessments were done at the farm site based on farm arrangement and the training provider for the convenience of the farm workers. A single learner needed to obtain 120 credits to be certified by Umalusi as broken down in the table below;

Table 10: List of subjects and credits for AET L4/GETC NQF L1.

Subject	Credits
Fundamentals: English / Language, Literacy and Communication (LLC)	23
Mathematical Literacy	16
Core: Life Orientation	32
Electives	15
Small and Medium Enterprise	
Ancillary Health Care	45
Total	134

Extracted from SAQA (SAQA ID 71751)

Table 10 above shows the list of subjects offered for AET against the credits thereof. This table was relevant to this study because it outlined the compulsory, general, elective and core subjects on the study grid. The subject list was divided into fundamental and core as well as elective subjects. This implies AET classes needed to follow a prescribed standard for training, grading and awarding of adult learners. The table below shows the content outline for Language, Literacy and Communication (LLC) and Mathematical Literacy (ML) as offered for AET.

Table 11: Subject content description

Language, Literacy and Communication (LLC)	Mathematical Literacy (ML) ID 119373; Describe and represent objects in terms of shape, space and measurement; 5 credits.
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<p>ID 119635: Engage in a range of speaking/signing and listening interactions for a variety of purposes; 6 credits.</p> <p>ID 119631; Explore and use a variety of strategies to learn; 5 credits.</p> <p>ID 119640; Read/view and respond to a range of text types; 6 credits.</p> <p>ID 119636; Write/Sign for a variety of different purposes; 6 credits.</p> <p>Total = 23 credits</p>	<p>ID 119364; Evaluate and solve data handling and probability problems within given contexts; 5 credits.</p> <p>ID 119362; Work with numbers, operations with numbers and relationships between numbers; 4 credits.</p> <p>ID 7450; Work with measurement in a variety of contexts; 2 credits.</p> <p>Total 16 credits.</p>
<p>Life Orientation:</p> <p>ID 14656; Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS; 5 credits.</p> <p>ID 14659; Demonstrate an understanding of factors that contribute towards healthy living; 4 credits.</p> <p>ID 14664; Demonstrate knowledge of diversity within different relationships in the South African society; 3 credits.</p> <p>ID 14569; Demonstrate an understanding of how to participate effectively in the workplace; 3 credits.</p> <p>ID 14661; Demonstrate knowledge of self to understand one's identity and role within the immediate community and South African society; 3 credits.</p> <p>ID 15092; Plan and manage personal finances; 5 credits.</p>	<p>Ancillary Health Care:</p> <p>ID 119563; Engage in basic health promotion; 8 credits.</p> <p>ID 119567; Perform basic life support and first aid procedures; 5 credits.</p> <p>ID 260463; Assist the client and significant others to manage home-based health care; 12 credits.</p> <p>ID 119559; Demonstrate knowledge of the provision and implementation of primary health care; 10 credits.</p> <p>ID 119564; Assist the community to access services following their health-related human rights; 5 credits.</p> <p>ID 119566; Explain preventive measures to reduce the potential impact of disasters; 5 credits.</p> <p>Total 45 credits.</p>

<p>ID 113966; Identify security, safety and environmental risks in the local environment; 6 credits.</p> <p>ID 15091; Plan to manage one's time; 3 credits.</p> <p>Total = 32 credits.</p>	
<p>Small, Medium and Micro Enterprises (SMME):</p> <p>ID 10006; Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities; 2 credits.</p> <p>ID 10007; Identity, analyse and select business opportunities; 3 credits.</p> <p>ID 10008; Write and present a simple business plan; 7 credits.</p> <p>ID 10009; Demonstrate the ability to start and run a business and adapt to a changing business environment; 3 credits.</p> <p>Total = 15 credits.</p>	

Extracted from SAQA (SAQA ID 71751)

Data given above in table 11 shows the different identities for Language, Literacy and Communication (LLC) and Mathematical Literacy (ML) against the total credits to be accumulated by the adult learners in that offering. IDs work as codes for the Unit standards offered as registered by Umalusi and other quality assurance bodies like DHET Community Education and Training (CETS) among others.

This explains to all service providers that, there was a criterion to follow for credible adult training. The content was functional based to address the problem of adult literacy, numeracy, reading, writing and reading as well as general knowledge. To ensure credible training for adults, below is the sample of a time schedule for intended training providers.

Table 12: Lesson schedules

Times	Monday	Tuesday	Wednesday	Thursday
16:00 – 17:00	Numeracy in English L1 (Teacher A) SMME L4 (Teacher B)	Communication in English L2 (Teacher B) Mathematics literacy L4 (Teacher A)	Numeracy in English L1 (Teacher A) English L4 (Teacher B)	Communication in English L2 (Teacher B) Life Orientation L4 (Teacher A)
17:00 – 18:00	Communication in English L2 (Teacher B) Life Orientation L4 (Teacher A)	Numeracy in English L1 (Teacher A) Ancillary Health care L4 (Teacher B)	Communication in English L2 (Teacher B) Mathematics literacy L4 (Teacher A)	Numeracy in English L1 (Teacher A) Ancillary Health care L4 (Teacher B)

Table 12 shows the lesson time plan or schedule for AET. The program consisted of two teachers (A) and (B) who teach both levels in the same subjects at the same site. The program plan run from Monday to Thursday. The subjects offered were those subjects which equipped adult learners with the skills, knowledge and applied competencies in their day-to-day work experiences which included; Communication in English, Auxiliary Health Care, Life Orientation, Numeracy, Mathematic Literacy and Small and Medium Micro Enterprises (SMME). These subjects and the levels offered (L2 and L4) were geared towards adult literacy which is among the profound challenges for farm workers.

4.2.1.1.3 Farmworker lived experiences.

Under the theme “farmworker lived experiences” three categories emerged: minimum wage and hard labour; Positive lived experiences of attending AET classes and balancing work, family and AET classes. These categories are explored in the below section.

4.2.1.1.3.1 Minimum wage and hard labour

The theme emerged and provided the overall theoreticalisation of the lived experiences for farm workers at the farm. Amongst other categories the money earned at the farm, participants described it as the most critical factor that makes their lived experiences as farmworkers be difficult. This contribute negatively in their AET classes. Most Participants mentioned that they always choose extra time at work if they must work overtime then attending and AET class even though it is important to them to be on class.

Participant **PF** also shared his experiences during focus-group interviews.

“Harvesting time is the time when we make overtime because the season demands more labour, and the employer pays additional wages at that time. You may agree with me, we all have needs that need money, so if the opportunity comes for extra cash, I go for it after which I go for classes. Sometimes you get so tired to a point that you cannot go classes. This means you will be behind schedule for adult classes. What is interesting, even when we get tired like this, we try to go for classes, or we communicate with our teachers”?

This transcribes that; indeed, farm workers live in poverty to such an extent that during pick-off times, they double their work for an extra pay which they believe may change their lives. However, this is short lived with many challenges in the aftermath. They try to balance work and study because of the importance they attach to Adult and Education and Training (AET) classes with life and health sacrifices. DHET (2013) maintains adults have become an integral part of the total enrolment composition within higher education institutions for a multitude of reasons.

While conducting focus-group interviews, participant **PF** provided the following data on the same question.

“On my side sometimes issues of work affect the level of concentration in class. There are times when I feel my body is in class, while my mind is thinking about something else especially work and family. Unfortunately, the class needs full concentrate on what the is teaching. I tell you; you cannot give all our challenges full concentration because there are so many, they are interrelated and inseparable.”

Participant **PG** implies that, hard work at the farm affects learning for AET. Balancing the two variables of work and studying seems difficult for the enrolled farm workers. The long hours at work with different challenges for the day affected learner participation in their space of learning emotionally or physically, emotionally, and spiritually. Physically the body may indicate a high

level of fatigue. However, the observation noted the importance of enrolment for AET amidst challenges.

During individual semi-structured interviews Participant **PA** remarked.

“Farm life is hectic, you work all day long, we have long hours of work with little break. We earn very little money, we live in poor houses, we have no good schools, clinics are very far, we have little time to do our things”.

From the remark, one can analytically deduce that, life at the farm experienced for farm workers is challenging and leaves many questions. One asks how farm workers survive with limited basic facilities. Farm workers seem to hold on because they seem to have no alternative.

From the above data, life for farm workers violates the fundamental human freedom including classical exploitation. This means that, the marginalised farm workers were unable to rightly and conveniently access the basic life services (Deloitte, 2012).

On the same topic, participant **PB** had this to say.

“I do not know where to start telling you about our life at the farm. We have no life here. We work for peanuts and a big part of our wages is taken by the employer through unexplainable situations. For example, transport fair for those who do not reside at the farm. We have no rights and freedoms, many things”

Looking at the response from the participant above, farm workers seem defeated by the experiences they live in. They look depleted, disappointed, stressed and despaired in terms of helping themselves out of their conditions. The remark indicates that, there was no one out there to come to the plight of farm workers including their employer and the law itself. Farm workers seemed exploited including their fundamental freedom granted to them by the Constitution.

Through focus-group interviews another participant (**PC**) commented;

“Our life at a farm has no future. We work not knowing what tomorrow will bring. Most of us are sick, we need to see doctors but getting a leave is very hard and when you get a leave, sometimes you are not paid for that day. Because we want money, we work when we are sick. Secondly, we do not own anything here including a small piece of land or the small house where we live. Some of our colleagues are evicted when they stop working”

The data above indicates that, farm workers lived in fear all the time for eviction or for uncertain circumstances. They did not have access to social services like hospitals and their working conditions are deplorable. The rights to ownership were violated with hopelessness.

When asked the same question through focus group interviews, farm manager **AA** responded;

“Life at the farm is busy, busy, and busy. It is hard work all through with many challenges to farm management and the farm workers. Farm challenges are both historical, systematic, climatic, social, economic and otherwise. Many of the challenges need government intervention and others need farm management while others need farm workers’ initiatives”

In the above data, the farm manager compounded it all on the type of life at the farm. It is evident for analysis that, farm workers’ experiences were punctuated with diverse circumstance determined by the government, farm management and the farm workers themselves. All parties had a role to play to determine life at the farm. From the analysis, even the government which was supposed to protect the citizens, inflicted pain on the farm workers. It is urged that the government needs to enact, responsive, comprehensive and positive legislation and policies for the plight of farm workers’ lived experiences.

UNESCO (2016b) urges, as far as inclusive policies are concerned, they should provide equitable access to learning opportunities and strategies without discrimination. The background of farm workers may be difficult to explain because of historical situations which might be linked with other factors in line with perceptions of marginalisation.

During individual semi-structured interviews, respondent **PD** was quoted saying.

“We live in poverty; we have nothing and we shall have nothing from here (farm). We make no progress here; we are static in one place for years; we work for food and we are not sure of the future of our children.”

Data indicates that, poverty, loss of hope, underdevelopment, survival and uncertainties describe the life of a farm work at the farm. Ndlela and Worth (2021) assert farm workers are affected by the situations of being poor and they are affected by the environment of the farm of which they are trying to survive and make a living. Ferrer and Visser (2015) affirm farm workers’ life is characterized by poverty, underdevelopment, ill health, and psychological distress. It is evident that, farm workers live a life defeated by the laws of nature and human logic.

4.2.1.1.3.2 Positive lived experiences of attending AET classes.

The category emerged showing that, even though the lived experiences of farm workers are difficult, data revealed the positives on farmworkers attending AET classes.

On this question, it was recorded from participant **PR** remarked while conducting individual semi-structured interviews.

“The teacher gives us examples in class that help us to notice things that we did not pay attention to. Things that happen at work, in society, in our homes and other things surrounding us. I am now conscious of what is happening around me. Things that we thought are for educated people only, now we do associate with. We have gained a lot of knowledge and confidence”.

Participant **PS** also shared his experience when asked the same question.

“Some people say negative things about our age and why we chose to attend adult' classes. At first, it was difficult to deal with these questions. I felt bad and very angry. When I realised an improvement and change in my life, I started to be proud of my choice to enrol for adult classes. As I speak to you now, I do not fear or hide my books or feel ashamed of age and the fact that I am doing a lower level of schooling. I can write, read, and sign on my own yet some people may not be able to do this.”

Participant **PT** was also quoted saying during focus-group interviews.

“I failed grade 12 and I could not continue with it because there were many of us at home, we had to give each other a chance to complete school. I tried to re-write the subject that I failed but I was unsuccessful again. I needed to attend classes and I did not have tuition. My parents were focused on my siblings to get basic education I was no longer their responsibility. That is when I decide to look for a job at the farm. Since then, I did not get a chance to go back to school.

Education is very important because it is a key to everything. Education helps to understand what is happening in the world and to be able to get a job. The knowledge gained from education may be used to help your children with their schoolwork. At the same time, acquired knowledge may be used to teach new experiences and knowledge to other people especially the growing generation. Immediately I got a job at the farm, I chose to enrol for adult program as an opportunity for me to correct my past and to allow me to get a certificate in pursuing the right carrier for my life. The knowledge I have gained from adult classes has helped to understand, communicate, and take instructions at my work. And I am hopeful for a better future. I do not have a problem with reading and

writing. I enjoy a cell phone and I can use ATMs without assistance. I am interested in studying health or agriculture”.

While participant **PU** remarked on the same question during individual semi-structured interviews.

“My highest level of education is grade 9. My parents could not afford to pay for my school fees and other needs such as uniform and stationery. I got pregnant at home and that was the beginning of a difficult. I was forced to start looking for a job and I got it here at the farm. I enrolled for adult classes and now I can read and write with confidence. I am also able to manipulate other things on my own such as a smart cell phone. Education is a key to success, and I believe that one day I will be something. The type of work I do require physical strength and understanding of instructions from the supervisor. When I enrolled for adult program, my interest was to learn skills that can change my life in agriculture, health, and technology. I was also interested in being able to help my children with their schoolwork”.

Participant **PV** commented during focus-group interviews.

“Long time ago, I had wanted to get an opportunity to further my studies because I stopped in grade 3. We were too many at home and my parents could not afford paying tuition for all of us. The situation forced us to stay at home. The focus was on ensuring that our garden is done well to produce food. We started looking for jobs so that we could help our family. By God’s grace, I got the job here at farm.

Boys were allowed to continue with schooling so that they could speak English at work. My reading, spelling, and writing skills were so poor. At the farm, I enrolled for adult classes where I have learnt many things. I can use technology such as a modern cell phone to call, send messages, face book and WhatsApp. I can realise a difference in my life now.”

During Individual semi-structured interviews, farm manager **AB** responded on the positive impact of adult classes for enrolled farm workers.

“Of course, adult classes have improved many things in the life of farm workers. Many can read, and write, they can take and understand instructions, On the job itself, work skills like administering pesticides, planting, sowing, pruning, and mixture of chemicals like fertilisers have improved. Those who have been promoted to be indunas can provide management and administration, they predict seasons and many things as well”.

According to the data above, one can deduce for a positive impact of adult education to the enrolled farm workers. Asadullah and Rahman (2005) their studies about adult education found out that, schooling has positive effects on agriculture due to the skills of literacy and numeracy that empower farm workers to better understanding into agricultural issues.

Farm manger **AA** also added.

“Adult classes have made a positive contribution to the farm workers, the farm, and the society in general. Farm workers can read, count, and understand complex things. They learn about family planning, health, language communication, personal development issues like cooking, catering, baking etc. Some have gained good leadership skills for communities while others have obtained AET level 2,4 and 4 and others have sat for matric while others are dreaming of pursuing careers in life”.

Considering the two pairs of data from farm manager **AB and AA** it was affirmed that, adult classes played a key role in the empowerment of enrolled farm workers with varied skills and abilities to manipulate their environment. *Secondly*, adult classes opened opportunities for further studies and pursue of careers for enrolled farm workers which dream clarified by attending adult classes. *Thirdly*, adult classes empowered enrolled farm workers to play a role in their communities. *Fourthly*, through attending adult classes, enrolled farm workers gained knowledge and understanding of their lives better with a skill to plan and manage properly.

Participant **PB** responded further.

“Being part of the program of adult education has removed the fear to read things that are written in English. One of my fears was to read things that my employer here at the farm give us as instructions or important documents that address us on work issues. Through practice, my classmates, and my teacher, I have no problem reading on my own. I do not fear asking when I need help. One thing that makes me very happy is to be able to stand in front of the ATM and use it without the Security's assistant, I only ask when the machine has a problem”.

In transcription, data above indicates that, the ability to live independently with confidence has been by the farm workers enrolled for adult classes. DHET (2013) affirms education is destined to create and improve the provision of appropriate skills and knowledge to the adults.

4.2.1.1.3.3 Balancing work, family and AET classes

Balancing hard labour at work, managing family matters, and attending AET classes can be considered as lived experience that one can justify through experience. It was of need for the study to establish how do farmworker balance their daily lives as well their learning in the AET classes. Data revealed that it was not easy to balance their day-to-day activities.

Participant **PR** remarked.

“We shall never balance our life experiences. Our work schedules are unpredictable. Change of seasons brings different activities. For example, planting and sowing season, pruning, weeding season, harvesting season etc. All these seasons demand for hard work with self-sacrifice to copy up with the work. Sometimes we fail to finish in time, sometimes we go for extra time”

From this data, it was indeed difficult to have a balance of the three variables for the enrolled farm workers. The World of Work Report (2011) maintains, work-family and study balance remain a central issue for employed parents. Pressures from an increasingly competitive work environment are leading to conflicting priorities for employers and governments creating considerable stresses for employees trying to juggle work with family responsibilities. Work-family balance continues to be of great importance for societies because of increased participation in the labour force.

During focus-group interviews, participant **PA** commented on the same question.

“Our work life is unbalanced. We work form 7.00 a.m-4.00 pm, from there we attend classes till 5.30 pm. Then we go to our hostels and for those who do not live at the farm travel to their homes. You can calculate the hours spent at work, time spent at adult classes and time spared for home. These times are not evenly distributed especially for home where we have a lot of responsibility. We sacrifice much of family time for work.”

The indication observed from the above data was that enrolled farm workers seemed to lament for the unbalanced equation of time amongst their daily activities. One activity takes over 90% of their daily time and neglects the importance, responsibility, connection, and value of family and social

life for farm workers. The program of the day for the enrolled farm workers was punctuated with continuous business with no or limited intervals for resting and rejuvenation of the body, mind and soul. Biggart (2010) maintains there is a strong body of academic literature on the relationship between work and family life, with a historic pre-occupation on conflict.

On the same question, farm manager **AB** responded during individual semi-structure red interviews.

“We have a fixed time roaster for work. Adult classes begin after work. From adult classes, farm workers leave for their homes. However, in case of emergent situations, farm management makes considerations to facilitate convenience. This works as a motivation for adult learners. This usually happens during testing or examination times”.

Farm manager AB conquers with the above interpretation. The balancing of work in terms of hours cannot be achieved. There were activities regarded as supreme and compulsory for farm workers like farm work, others are secondary like family life while others are privileges like adult classes. An individual enrolled farm worker needs to work out time schedules for study and family him/herself. Work times are fixed and uncompromised. The Economist (2011) holds, parents (farm workers) are in a vulnerable living and working experiences struggling to balance work and family.

On the same question, farm manager **AA** remarked.

“It is upon each individual farm worker to make a time schedule that fits in his/her responsibility both at work, study, and home. Work schedule are standard and must be strictly observed as stipulated. There are conditions attached to work times. Adult classes are a secondary activity for an enrolled farm worker. Family responsibility is personal engagement away from the farm management. Of course, we make adjustment according to need to ease tension and stress for the enrolled farm workers.”

The transcript above elevated the challenge enrolled farm workers must balance the three engagements. The farm management seemed to be focused on observation of work times only. Apparently, farm management was not involved for farm workers' secondary activities like study and family. From data above, an enrolled farm worker was at liberty for his/her life after work including the responsibility of raising children. Mokomane (2011) asserts the pressure for parents

raising children while working especially single parents is a point to worry. Results showed that farm workers lived a multifaceted life full of designated schedules all day long including working, studying and attending to family chores.

4.2.1.1.4 Farmworker need for learning.

Under the theme “farmworker need for learning” four categories emerged: Individual and social learning needs; Impact of learning in a AET class; Farmworker ways of learning and Illiteracy challenges for farmworkers . These categories are explored in the below section.

4.2.1.1.4.1: Individual and social learning needs

Within theme emerged on a need for learning farmworkers, data presented that farmworkers learn to fulfil their individual needs and social needs. Their individual needs are both personal and also associated with the needs of their families.

From focus-group interviews, participant **PI** remarked.

“I can say that I am literate now. I can read, write, search on the Internet, and communicate better both at work and at home. I am interested in getting a qualification that can assist me to better my life. I am grateful for adult classes”.

On the same question, participant, **PK** was quoted through individual semi-structured interviews.

“I last attended school in grade 3. There was a belief at home that once a child attained basic reading and writing skills, he had to drop out of school. My parents also experienced the same practice from their parents. I think, they looked at education as a wastage of money and time. They believed education was for the rich alone. When I dropped out, I felt bad. The children I used to go at school with, continued and today, they are better people. I have gone through all kinds of suffering because of my parents’ decision. Better jobs need certificates which I do not have. Secondly, when you are illiterate you always feel uncomfortable when you speak for fear of making a mistake.

On the same note, participant **PU** commented.

“My English has improved because I can now understand some words. I have developed new words. My teachers call them “vocabulary” My children also help me with difficult words. I also use a dictionary to get more explanations of difficult words.”

Participant **PT** remarked.

“I have improved my interest in learning new things. Now I can try to read a novel before my children. I am hopeful as time goes; I will acquire more knowledge.”

From the transcripts, there was evidence of knowledge, skills, and competency acquisition for the enrolled farm workers. The impact of adults classes was splashed to the family as well as the community with a total behavioural change to the students themselves.

4.2.1.1.4.2: Impact of a need for learning in the AET class.

Participants in this regard of the impact of learning in the AET class, they showed positive views both at work and in their lives. Data revealed during individual semi-structured interviews where participant **PE** responded.

“Working for the farm is not easy. When I say it is not easy, I mean getting an opportunity to learn while working for a farmer is a blessing from God. We make sure when we are at work, we do our best at work, when we are in class, we do our best in class. We know that this is a once-off opportunity, so we must make sure that we achieve something out of it”.

The analysis from the above transcript is that, farm workers regard AET classes as very important development destined to transform their whole lived experiences. Despite the busy schedule, farm workers still found time committedly to attend AET classes. According to participant **PE**, getting something out of it, could be a changed life, a certificate, a skill, knowledge or applied competence as well as civilization. The White Paper on Post-School Education and Training (PSET) (DHET, 2013) points out that, the PSET system key intentions are to ensure that individuals who were previously disadvantaged to attend a school or those who failed to complete schooling are catered for in this type of training (DHET, 2013).

During individual semi-structured interviews, participant **PG** had this to say.

“When one of us sick, we do extra time to cover the work-load for the day. Working extra time means an extra pay from the farmer. This situation can also be realised during harvesting times which calls for additional labour. By the end of the day, you are so tired that attending classes adds more fatigue and stress. Although you may be tired like this, attending adult classes is a requirement which gives us pride and hope for a changed life in n future.”

This transcribes that, despite too much work at the farm, farm workers still needed to go for adult classes. It is assumed that there is an important imperative attached to adult classes. This is indicated by the sacrifice made by enrolled farm workers to attend regardless of the intensive farm chores. UNESCO is committed to a holistic and humanistic vision of quality education worldwide, the realisation of everyone's right to education, and the belief that education plays a fundamental role in human, social and economic development with one of the objectives being achievement of the Education for All (EFA) (UNESCO, 2014).

On the same question, participant **PL** had this to share.

“My children have grown up. One is in grade 11 and the other is in grade 12.

They are very excited to see me learning. I ask them to assist me, and I am also able to assist them where possible”.

In view of the participant **DL**, there is an enjoyment of moral and material support from the family. An indication that, the family embraces the importance and the contribution adult classes may reveal in their life of their parents. Another aspect that was developed by the learners was the response of family and friends who were proud of them. It is overwhelming when children see their father being able to read books and newspapers in their spare time (Van Wyk and Frick, 2014).

On the same question, during focus-group interviews, respondent **PI** was quoted saying.

“I do not stay with my spouse. He is very supportive in my studies. When he visits me, he gives me time to complete class work and then I continue with my normal house activities. If there is something that I do not understand well, he assists me.”

In transcription data provided above indicates the broader vision family members have towards those farm workers enrolled for AET classes. OECD (2013a) alludes, reducing illiteracy leads to a reduction in poverty to sustain economic growth and to increase productivity.

While conducting individual semi-structured interviews, participant **PJ** remarked.

“I do not stay at home. I stay at the hostel. when I go home, I do not take anything to do with my schoolwork because I know there are a lot of things waiting for me there especially my children. I must try and help my children with school activities where

possible. Through the help of adult classes. I can notice when my child is doing well at school or not. Before adult classes, I could not do this.”

This data shows a positive contribution of adult classes PJ family. Having children going to school and being unable to determine whether they are doing well or not is sad. From this data, it was assumed that, PJ had acquired literacy skills which have aided him/her to comprehend the surrounding including but not limited to learning challenges by the members of the family.

UNESCO (2015) affirms, adult education equips people with the skills needed to exercise and realise their rights, promotes personal and professional development, supports active participation in society, community, and environment, while it also contributes to sustainable and inclusive economic growth (Panagiotopoulos and Karanikola, 2018).

Another participant **PK** noted.

“I have been using my knowledge to read BONA magazine. BONA magazine teaches how to cook nice food for your family. I had dreamt to read and be able to practice what I read. I am able to cut add recipe and paste it on the wall and follow it throughout my cooking session. Our teacher for English comes to class with newspapers, and magazines where we read and learn to do things that we do in class. I have acquired all this knowledge from attending adult classes.”

These results show that education contributes to a person’s life. It enables hidden interests and skills one may be willing to pursue to unveil. Lopez (2021) views education as a means of helping an individual acquire the necessary knowledge, habits and attitudes needed in life.

Participant **PL** also commented during focus-group interviews.

“I do see my life changing. I do not fear to read anything that is written. Counting money has s been a problem to me but now, I know how to count myself. Another thing that used to tease me was the issue of communication with my supervisor. He speaks to me in English. Now I can understand what he says to me. There are those words that are I do not understand, but slowly by slowly I will learn many of them.”

PM conquers with PL by responding that.

“I can read the Bible without asking for help. I am also a member of social clubs where we do a lot of writing and counting of money. I do all of that with confidence and no one may mislead me in any way”.

The analysis made for the above is that PL and PM acquired the literacy skills of numeracy, arithmetic, reading and writing as well as speaking skills in English. They developed the communication skills necessary in the workplace. World Economic Forum, (2016) affirms education may also relieve the citizens from the unfavourable conditions under which they live. To PL and PM, this underlines the value and contribution of AET classes.

Participant **PN** had this to say when asked of the impact of AET classes into his life.

“Most of the subjects that we do in class relate to our lives and our work environment. In Ancillary health, we learn a lot of health-related issues that affect everyone. I practise all these in my real life with understanding. We also do applied agriculture which relates to what we do at work. I apply them too when I am doing my work. The farmer promoted me to be induna after realising an improvement in the skills I have gained from adult classes. The farmer noticed it and promoted me.”

Through Individual semi-structured interviews, **PO** added.

“On my side, I feel like continuing further after completing my level 4. I am interested in studying for nursing. My passion developed from ancillary health subjects where we learn about different diseases and the ways to help people who are sick. I made a choice that, after L4 I will continue with my studies to take a career in Nursing. I am grateful for adult classes for opening my eyes to love helping people. Even at my work, I see a lot of changes in the way I take and understand instructions.”

In the same line, participant **PQ** added.

“I can use a cell phone without any assistance. When the car is moving, I can read the boards coming to work or going home. I can check catalogue specials as we were taught by our teachers. I can calculate using a calculator or without a calculator. I feel very empowered”.

The impact of adult classes seems to be incredible. From the data above, PN, PM, PO and PQ boast of the new life lived as a result of adult classes. Data shows a new role assumed upon the background of adult classes. This implies the curriculum offered at adult classes was relevant, responsive, comprehensive and serves for personal, professional and societal development.

From focus-group interviews, participant **PC** noted.

“It is very important to attend these classes because you get your minds open on things happening around you. We are also doing it for our children because when they talk about work at school, we can relate. We are also able to help children with their school work”.

From the data above the need for adult classes was a requirement for theoreticalisation and contextualization of the environment around enrolled farm workers as well as offering academic support to their children.

On the same question Participant **PM** also noted,

“Attending adult classes equips us with the knowledge to be able to work, relate to our communities and to help our children with their schoolwork”.

Both participant **PC** and **PM** shared the same view in lieu of the question poised. They associated adult education to their work, personal, social environment and the needs of their children.

During individual semi-structured interviews, participant **PH** remarked.

“When I first started, I had no idea what to expect. I was afraid I would not cope up because of my age and the time I have spent out of school. Later, I got used and now I can see some changes. I can now read, write and count”.

Participant **PT** added.

“My expectations were on being able to speak English and also read things on my own”.

Participant **PG** also noted on the same question during focus-group interviews.

“My interest was to be able to use ATMs with no help from another person. You know, ATM’s instructions are written in English. I also hoped to learn as many words English as I can.”

Analysing the above data, gave meaning and importance of the nature and expectation as well as the daily challenges facing farm workers in their lives. Data indicated literacy skills and communication as challenges facing many farm workers.

4.2.1.1.4.3: Farmworker ways of learning

When analysing data it was clear that participants do have a need for learning but the way they learn differs from person to person. If a teacher in a AET class acknowledges individual learning style, it assist them to progress better on their learning and it also motivate them to learn more.

During focus-group interviews, participant **PQ** had this to say.

“I prefer pictures because it makes it easy to gain understanding quickly. Sometimes we are taught about things that we do not know, when the teacher presents a picture it easy to understand the concepts. Videos also are good because they help us to remember what we learn”.

Data above underlined the importance of learning visual aids in teaching and learning. It also indicated that, adults have been out of school for long hence, they needed concrete evidence to aid them learn.

Participant **PF** also added.

“I prefer group discussion because discussion bring in many ideas and approaches to learning from fellow classmates”.

Data transcribes that adults needed progressive and pro-active methods of teaching and learning which put them at the centre-stage of their learning including teamwork and group discussion.

Participant **PL** added.

“I prefer to see the teacher writing on the board. The teacher must also explain while writing. This helps me to remember exactly what we learnt during the lesson.”

Data above indicated a mixture of different cohorts of students in the same classroom for the same study materials. This was explained by the different options advanced by different participants on the same question. This is affirmed by WGU (2020) which assert that, there are clear key factors that cut the boundary of learning between children and adults including the need to know why to learn, internal motivation, specific learning, prior knowledge, and experience to form the foundation of learning, self-directedness and task-oriented ness learning that is aligned with their life realities.

Participant **PL** noted.

“I learn better if the teacher starts by reminding us of what we did in the previous lesson This helps us as adults to master old knowledge and skill and getting ready for the new one.”

This data explained the need for careful planning by the teacher for adult learners. The participant presented a desire and need for a specific approach by the teach to aid adults learn.

In this analysis, adults seemed to learn differently from children. Peterson and Ray (2013) notes that learning needs for adult are different from children because adult learners attend classes voluntarily, appreciate the intrinsic merits of learning and learn according to their needs and problems rather than focusing on a subject.

Through individual semi-structured interviews, participant **PI** remarked on the same question.

“The room we use for adult classes makes us forget about our exhausting day at work and our personal life issues. The condition is favourable for learning. The classroom is spacious with enough furniture and an air conditioner”.

From data above, it was important to acknowledge the importance of a conducive environment for learning especially for adults. Results revealed that classroom environment played a big role in learning.

While conducting individual semi-structured interviews, participant **PF** remarked.

“We do not have enough time to do class activities. When we reach home, there are so many things waiting for us. The nature of work we do is hard labour where we stand the entire day without resting. So, in our spare time we cook, rest, wash our clothes, watch TV and be parents to our children.”

On the same question, participant **PQ** noted.

“It is difficult to do class work outside the class. There are times when our teachers give us homework to do and to submit it in the next class. There are also situations where we have tests or assignments to complete. It is not easy to do them in our homes We sometimes ask teachers to give us their lesson time for studying or do a test or complete an assignment”.

Participant **PE** commented.

“I believe that education is very important because the world keeps changing. If you are not educated there are things that you cannot access. Education helps a person to get a good job, and helps to understand the dynamics of the ever-changing world. and the work environment.”

The transcripts above spoke to each other. Enrolled farm workers were challenged by work on top of other things like studying and family life. Regardless of a busy schedule at work, enrolled farm workers valued adult classes and education in general as a key factor in transforming their lives and environment. Participant PQ notes of asking time and space from their teachers to do a test or complete an assignment. From this data, this implied commitment and sacrifice buy the two parties to pursue the objectives of adult classes.

4.2.1.1.4 .4 Illiteracy challenges of farmworkers

Participants determined that although they are committed to AET classes but there are challenges that makes it difficult in their AET Class. These challenges are caused by their level of illiteracy and on top of that they have adult duties that they need to fulfil at work and in their personal life. WGU (2020) asserts, for any adult learning, there are challenges. It was clear from the findings that understanding the lived experiences for farm workers was important. Participants were asked questions about the challenges that they come across While conducting Individual semi-structured interviews.

Participant **PS** commented.

“One challenge we have is time. We finish work at 4:00 pm and we have to attend classes at 4:00-5.30 pm. We do not have enough time to shift from work to classes. Sometimes you are so tired that you need a bath or rest before classes. Maybe you need to change cloth. A lot of work is waiting for us at home like cooking, washing and other activities.”

In analysis of the data above, enrolled farm workers had a fully packed work schedule with limited or no intervals between the successive activities. The study recommended for employer support as key to ensuring the wellbeing of its employees.

During individual semi-structured interviews, participant **PE** remarked.

“We have many challenges. The main challenge we experience is memory and retention of the things we learn. We are old and our minds are circulated with a lot of things including, work, studying and family. When the teacher starts a new topic, we seem to have forgotten the previous lesson. This is why it is important for a teacher to start a new lesson with revision of the previous one. As for me, I fail completely to remember the previous lesson or to do an activity on my own without the help of a colleague or the teacher. Sometimes I ask the teacher for remedial classes, but the challenge still remains lack of enough time “

The ever-busy work schedule for the enrolled farm workers affected learning. From the transcript, sometimes enrolled farm workers did not find time to complete the assignment. Nevertheless, data indicated an attempt to get time for class work in form of sacrifice from both the adult learners and the teachers. Adult learners asked for time from the facilitators to complete class work. This implied commitment and importance attached to the adult training program.

On the same question of challenges facing enrolled farm workers, participant **PA** remarked;’

“My problem is English language. Much of the teaching is done in English purposely to help us learn. Tests are also set in English. However, teachers try to explain difficult words in IsiZulu for concrete learning.”

Participant **PJ** also commented.

“I also had the same problem of English language. Fortunately, teachers explain to us in IsiZulu. I did not know English language. Final National exams are set in English. We have overcome this challenge through revision of previous papers, regular practice and using key words.”

To participants PA, PJ, PB and PM and PK, the responses provided underlined the importance of adult classes and its attendant curriculum for English language, English communication and literacy skills in reading, writing and speaking. The responses also implied that, the relationship between the adult learners and the facilitators was cordial for purposeful learning and the learning environment was also conducive.

Participant **PM** added.

“In situations where I fail to understand English language, I tend to visualise all the actions and things that were said by the teacher in class regarding a particular question”.

On the same question, participant **PK** also commented.

“If there is something that I do not understand I always ask the teacher to explain to me. Our teachers are always willing to help us no matter how many times you ask them”.

Participant **PF** commented.

“My mathematics teacher is a bit fast when teaching, but she always makes sure that everyone understands”.

In this response, arithmetic for enrolled farm workers needed to be addressed through adult classes in a conducive learning environment as indicated above.

The question of challenges facing the enrolled farm workers surfaced in multiple facets during this study. Many participants were recorded listing several challenges they face as noted by the researcher from participant **PS**.

“Our challenges are un-countable, we experience gender imbalances, evictions from our houses, we are ignorant of our rights and freedoms, we face too much poverty, we do not have good access to government services, many farm workers are addicted to drugs, we have no or limited access to social amenities and farmers abuse our children.”

Another participant (**PI**) enumerated the following challenges.

“Exposure to harmful pesticides, poor access to education, poor relationships between the farmer and the farm workers, negative statistics and comments from the community and fellow farm workers, inability of the farm workers to balance work, and family and study for those enrolled for adult classes, inadequate time for family and resting, poor living conditions, low minimum wage, mistreatment, domestic violence, disempowerment, general abuse, financial barriers, neuroplasticity and historical background.”

Participant **PQ** lamented when asked the same question.

“We experience a poor standard of living, ignorance of our rights, poor labour relations and conditions of employment, lack of general support, poor housing, poor legislation and policy and negative attitudes from un-enrolled farm workers.”

Data above, indicated the numerous challenges facing farm workers. Challenges that stem from background, stretching to race, origin, geography, legislative, systematic challenges. Challenges

that span to social, political and economic spheres. Challenges that cut across boundaries some of which were influenced by societal, local, national international and global imperatives like un-responsive policies and legislation from the government and the department of Agriculture. Challenges that were farm-management ignited like low wages to personal-inflicted challenges like drug-abuse. WGU (2020) asserts, for any adult learning, there are challenges.

Participant **PO** had this to say during individual semi-structured interviews.

“There are many negative comments, People say what they want, when they want and in the way they want. Others say, we are old for study, others say, there is no purpose for the course, others say, we cannot get better jobs with this type of education while others say, it is a wastage of time. I am very grateful for my employer for allowing us to study. Although there are bad remarks and negative attitudes from the people around us, for me it doesn't bother me I enjoy being in adult classes.

The above transcript underlined the social, psychological, and physiological impact such comments may have on the enrolled farm workers for adult classes. From the data, comments were discouraging, demotivation and they played down the interest and zeal the enrolled farm workers had at the first site of adult classes. Nevertheless, from the remark, participant PO seemed resilient and non-affected by those remarks. This is indicated by the pride, joy and confidence he/she had in attending adult classes. For participant PO, the harvest from adult classes subdued the negative impact.

On the same question, Farm manager **AA** commented’.

“People will always look for a way to discourage others. People demean adult classes; they look down upon the course and the learners. Even among the farm workers especially those who are not enrolled for the course”.

Participant AA is aware of trend of events in the community including negative comments for any development aspect. The participant was also aware of the negative attitudes even from within the same social setting. This implied that, it was upon the enrolled farm work to give or not to give ears to such comments in pursuance of this/ her dreams.

Conclusion

Farm workers live a busy life hence, those who were enrolled for adult classes need a time schedule considerate of their lived experiences amidst their desire to learn (Scruton and Ferguson, 2014). The findings indicated that adult learning for enrolled farm workers needs a specific strategy. Data revealed that motivation of adult learners was necessary. Participants' need was based on the need for teacher and learner support. It was also clear from findings that the need for continued support assisted adult learners to stay confident and have a desire to learn. The above findings indicated that teachers support is very important to ensure effective learning is achieved. Data indicated a variety of challenges facing farm workers as provided by the different participants from both individual semi-structured and focus-group interviews. The themes and categories enabled a clear understanding of findings on lived experience while enrolled with the AET class in the farm. The next chapter provided the discussion of findings, specific and general recommendations as well as recommendation for future research.

Chapter five

Findings and recommendations

5.1: Introduction

In Chapter four, the researcher analyzed, discussed and presented the study findings in terms of their meanings. The following themes were discussed supported participants views (1) Farm living conditions which was derived from the categories housing facilities, family living conditions and learning and living conditions. (2) farm workerd are educationally marginalized derived from the category family financial background. (3) Farmworkers lived experiences derived from the categories minimum wage and hard labour, positive lived experiences of attending AET class; balancing work, family and AET classes. (4) Farmworkers need for learning derived from the categories individual and social learning needs; impact of learning in a AET class; farmworker ways of learning and illiteracy challenges of farmworkers.

In this chapter the researcher revisited the aim, the objectives and the research questions of the study by linking the findings to the questions posed. In this chapter, the researcher theoreticalized the lived experiences of enrolled farm workers for AET program for suggesting specific and general recommendations. Lastly, the chapter recommended areas of further research in adult education and training.

5.3: Findings of the study.

Objective 1

5.3.1: What are the lived experiences for farm workers enrolled for AET program?

It was found out that, the day to day living conditions for farm workers were punctuated with poverty, which is not only financial poverty, but also expressed by lack of access to services, inadequate housing, poor nutritional status, sanitation facilities and a high illiteracy rate. Literacy involves a continuum of learning which enables individuals to actualize their goals, to develop their knowledge and potential, and to take full and active part in their community and the larger society (Visser, and Ferrer, 2015).

Results indicated that, the lived experiences for farm workers portrayed a multitude of aspects in form of hard labor, study and family responsibility at the same time. Farm workers were affected

by many factors in their space of living and their working space. They experienced a lot of challenges and at the same time they both directly and indirectly marginalized. They were affected by their situations of being poor in the environment of the farm at which they were trying to survive and make a living.

This implied that, farm workers' life is characterized by poverty, underdevelopment, ill health, physiological and psychological distress. Results indicated that, the daily experiences of enrolled farm workers for adult program on a commercial farm was explored and described with the aim of arriving at an understanding of their specific experience. It was assumed that their experience and environment was entrapping. Living conditions and livelihoods of farm workers were presented with realities on the ground as a narrative that farm workers living conditions was a concern (Ndlela and Worth, 2021).

Objective 2

5.3.2: How does farm work impact on enrollment of farm workers for AET classes?

It was found out that, many factors impacted on the enrollment of farm workers for adult classes. Findings showed, lack of enough time, failure to balance work, study and family, negative attitudes from fellow farm workers and the community, social and economic challenges as well as hard work at a farm. WGU (2020) holds adult learning can be difficult due to lack of time; the range of activities that adult learners are committed to making it hard to fit in education.

Objective 3

5.3.3: How do farm workers balance work, learning and family lives?

As indicated above, results indicated inability for enrolled farm workers for AET to balance their daily experiences, data from participants indicated long working hours till late in the day with short class time and late hours for family responsibility. Results indicated limited or no intervals. As a result, farm workers found themselves in a situation where they have to create time for themselves to balance work, studying and family. Lu and Wang, (2011) argue this has created a family-work and study conflict. This implies the variation in working hours for parents is great leaving little time for family commitments in some countries. Parents (farm workers) are in a vulnerable living and working experiences struggling to balance work and family (The Economist, 2011).

Objective 4

5.3.4: What are the positive lived experiences of enrolled farm workers for AET classes?

Results indicated; adult education was destined to change the lived experiences of enrolled farm work. Changes were anticipated in improvement for adult literacy levels, ability to count and manipulate science and technology, the ability to lead in their communities, ability to comprehend functions, ability to assist their children in school activities, chances of promotion and general well-being. Other impact was expected in acquiring skills and applied competencies. Apart from development of knowledge and skills, farm workers are expected to be able to generate awareness in terms of their rights and duties, which are required to turn into effectual citizens of the country (OECD, 2017).

This implied that, through AET program, adults may be able to develop capabilities and enrich their knowledge, improve technical and professional qualifications, or turn themselves in a new direction and bring about changes in their attitudes and behaviors in the personal development and participation in balanced and independent social, economic and cultural development (UNESCO, 2014b).

Objective 5

5.3.5: What are the challenges facing farm workers?

Findings indicated a multitude of challenges that face farm workers. Challenges that stem from historical imperatives and the impact of apartheid. The challenges facing farm workers were viewed as double-taped i.e., challenges that are self-inflicted (farm workers) challenges that come from farm owners like exploitation and inadequate time. Results also indicated systematic challenges like low minimum wage and inappropriate and ineffective policies and legislation.

Data on the challenges also showed social, economic, political, local and global challenges facing farm workers. Statistics SA (2013c) alludes, various sources indicate agricultural workers are worse off than those in every other sector of the economy. Most workers on farms received low wages, poor housing facilities, access to education is difficult or non-existent, and health indicators are substandard. This implies that, farm workers do have challenges of inaccessibility to the basic social services. This indicated a life below average for farm workers.

Findings indicated that, farm workers lived experiences were influenced by impact of low level of educational background. The study concluded that, there was a need for a type of learning which require strong support from school and from the societal members. Farm workers participate in AET classes purposely to obtain education. The findings of the study indicated a variety of different education levels for different farm workers. The findings of the study showed poor financial family background as a key factor for many farm workers having not achieved education at a young age.

The description of the study participants was presented with a clear key factor that led to possession of low school level of education. The findings indicated the importance in sensitizing all partners in development of education and training to cooperate and pull up resources to provide education and training as a basic right to farmworkers. The study findings implied that adult learners were not concerned about grades enrolled for instead the benefits and how their needs would be fulfilled by being part of the program. The overall experience on participation in AET classes may lead to achievement of literacy and new lived experiences.

The findings showed that it was very important to understand adult learners' needs. The findings further revealed that different learning styles are important in responding to adult learning needs. Findings indicated that as old as adult learners are, the classroom environment played a big role in adult classes for the enrolled farm workers.

Findings showed that employer support was a key factor in identifying employee learning needs as a step to ensuring their wellbeing. Data revealed the key aspect in ensuring the motivation for adult learners was through a collective moral and material support from both the individual farm worker, the employer, the family members and the society in which farm workers live.

The need for teacher and learner support during the process of learning was also seen as important. It was also clear from findings that there was a need for continued support for the enrolled farm workers to stay confident and have a desire to learn. Furthermore, findings indicated that teachers' ways of teaching influence the ability of the learner to learn.

Findings indicated that adult learners had many things to take note of including work, studying and family responsibility. The study revealed that when designing adult learning programs, there were common factors that needed to be considered including the concept of adult learning in general not being specific to but a general learning curriculum to cover all aspects of learning

needs. Findings provided the overall impression of lived experiences for adults which also assisted in answering the research question.

5.4: Specific and general recommendations

5.4.1: Professional facilitators. The study recommends for a strong, trained and experienced adult facilitator for AET program. It was anticipated that, such a character of facilitators was pedagogically befitting for adult learners. Merriam and Bierema (2013) contend, learning theories offer explanations of how learning takes place and provide suggestions as to how educators and practitioners can transform those explanations into daily practice. For decades, five conventional learning theories, behaviorist, humanist, cognitivist, social cognitivist, and constructivist have continued to impact adult education by providing a fundamental understanding of adult learning influencing approaches to teaching and learning. Siemens (2014) pointed out that before the advancement of technology, behaviorism, cognitivism, and constructivism theories of learning influenced the design of instructional environments. Therefore, when teachers recognize the effects of learning environments on academic performance, it may provide an opportunity for better planning to improve adult learners' persistence (Alhassan, 2012).

5.4.2: Negative attitudes. The study further recommends for sensitization and awareness campaigns to the members of the public, the employers and the communities in which farm workers for the purpose and importance of adult education and training programs. Such campaigns may motivate and support adult learners. Alhassan (2012) propounds adult learners' work and living situations and the people around them can impact their academic persistence. The government may also increase National and global awareness, especially employing of the ILO decent jobs initiative and its links with human rights legislation.

5.4.3: Motivation. Intrinsic and extrinsic motivation is an emotional aspect that drives a person's ego to perform and achieve. For this purpose, this study recommends that, government, NGOs, service providers and other partners in development to ensure that adults in all their diversities are motivated to enroll for adult education and training programs.

5.4.4: Adequate time. The study recommends for effective and strategic planning and scheduling adequate time for adult learning and family responsibility by the employers as it is for work. This in turn may facilitate effective learning and acquisition of pre-determined objectives. This implies

that, the trade-off between time, money and family care involves intense personal negotiations within the family and in the workplace. Family-friendly initiatives from employers and governments can and do have a constructive role to play in supporting parents raise the next generation of children.

5.4.7: Find a balance between work, study and family. From the study findings, it was indicated that, farm workers find inadequate time to balance work, study and family responsibility. This study recommends for a relatively balanced equation among the three prime activities of work, study and family. A reconciliatory approach is important to be developed at this stage. There is a close interconnection between the two worlds of paid work and family life. As the labor market participation has increased, governments and employers in many parts of the world, have stepped forward to find ways to support work-family balance at key family transition points such as childbirth, having young children, or caring for sick and elderly kin (Biggart, 2010).

This implies that the presence of work-life balance may show positive and harmonious labor relations and demonstrates a corporate sense of social responsibility. For citizens to have a meaningful work and family balance, the challenge for all societies is to find work-care solutions which are personally, culturally and economically affordable (World of Work Report 2011).

5.4.8: Enact responsive legislation. It was found out that, the policies for AET program are lacking both in practice and principle. The study, therefore, recommends for enactment of policies that promote adult education, policies that favor and facilitate adult education and policies that support and protect adult learners. United Nations (2011) emphasizes the development of societal policies to ensure work-family policies that require sensitive meshing with responsiveness.

Since the 1970s governments have tried to respond to work-care challenges, with varying success, by introducing specific policies, strategies and new benefits. The private sector has also adjusted and in some cases provided a testing ground for small-scale innovations (Maitland and Thompson, 2011).

5.4.9: Involvement by the department of Agriculture. During this study, the Department of Agriculture was not consulted. This was presented in the limitations and delimitations section. The study recommends that; the Department of Agriculture be involved in the case for farm workers as the custodian of the values for which farm workers advance. Involvement should be direct and

specific on the salient features concerning farm workers. In turn, this may act as a monitoring aspect, capacity-building approach, supervisory role, support-giving mechanism and surety to the position of farm workers and the greater role played by the Department of Agriculture.

This implies the model of Agricultural extension education needs to be clear. The model entails agricultural technology transfer and human development programmes. This is important because one needs to be clear whether the aim is to develop agriculture or people, or whether to develop people through agriculture. Robert and Dooley (2020) argue that “contextualization is important to facilitate learning.

5.5: Suggestions for future research.

The researcher feels that 24 participants was a small representation of lived experiences for the enrolled farm workers for AET program. Hence, the researcher suggests for further areas of research in;

- The provisioning of adult education
- Curriculum implementation for adult education and training
- Legislation for adult education and training.

Conclusions

This chapter gave the findings which were briefly highlighted. The chapter also gave a detailed explanation of each recommendation made thereof. The recommendations given were both specific and general. Some recommendations are short-term medium-term, and others are long-term. Lastly, this chapter suggested areas for further research.

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Annexures

Annexure A

Informed Consent to Participate in Research

I am Khethokwakhe Goodman Chonco, a student doing a Master's in Education degree in Adult Education, at the School of Education, University of Kwa-Zulu-Natal (UKZN). I would like you to be part of my research since you are currently enrolled on the AET programme while working at the Farm.

The title of my research project is **A study of lived experiences of adults who work and enrolled for AET Programme at the farm: The Farm at Eshowe.** I have chosen this topic because I am an AET training provider and I want to establish if there are challenges or benefits while enrolling and working for the farm at the same time, so you can help me by sharing your lived experiences of what it is like during the process of learning and working.

You can contact me by email at kchonco@yahoo.com, telephone 035 9029541 or Cell 084 7058552. My supervisor, Dr Zamo Hlela can be contacted on 033 2605849, or email Hlelaz@ukzn.ac.za. You may also contact Ms Phumelele Ximba of the UKZN Human and Social Sciences Research Ethics Committee on 031 2603587/4609, email HssrecHumanities@ukzn.ac.za

Please note:

- You do not have to take part in this research if you do not want to.
- You can stop at any time and leave the interview if you want to.
- Your real name will not be written down in the research report or made public.
- We will not share any of your personal information with anyone else.
- The notes and recordings of the interviews will be kept in a safe place and destroyed when they are no longer needed.
- You will not be paid for participating in this research.

If you want to participate, please sign below:

Declaration by participant:

I (Full name) understand what this research project is about, and I agree to participate in the project by being interviewed. I understand that I am free to withdraw from the interview/focus group at any time.

I am willing to have my interview recorded using audio equipment:

YES

NO

(Circle your choice).

Signature:

Date

Annexure A1

Isivumelwane Sokubandakanyeka Kuncwaningo

Igama lami ngingu Khethokwakhe Goodman Chonco, umfundi wase Nyuvesi yaKwa-Zulu Natali lapho engenza khona iziqu eziphezulu kwimfundo yabadala. Nginesicelo sokuthi uhlanganyele kanye nami kucwaningo lwezemfundo yabadala njengoba ubhalisile ukufunda kulonyaka kuhlelo laAET ekubeni usebenza futhi epulazini.

Isihloko socwaningo isithi: Ucwaningo lempilo ephilwa abantu abadala ekubeni besebenza futhi bebhalisile ukufunda kuhlelo laAET epulazini. Ngikhethe lesisihloko ngoba ngomunye abanohlelo lokuqeqesha kuAET futhi nginesifiso sokuthola ukuthi zikhona yini izinqinamba noma ukuhlomula lapho uma umuntu efunda futhi ebe esebenza epulazini kuhambisana. Ukubandakanyeka kwakho kulolucwaningo kuzosiza ekuchazeni kabanzi ngempilo ephilwayo, nanokuthi kwenzeka kanjani ukufunda nokusebenza epulazini.

Imininingwane yami yokuxhumana ithi kchonco@yahoo.com, ucingo 035 902 9541 kanye nomakhalekhukhwini 084 705 8552. Umphathi wami uDokotela Zamo Hlela imininingwane yakhe yokuxhumana ucingo 033 260 5849 noma Hlelaz@ukzn.ac.za. Ungaxhumana noNkosazana Phumelele Ximba osebenza kwi UKZN Human and Social Sciences Research Ethics Committee kwinamba yocingo 031 260 3587/4609 noma HsrecHumanities@ukzn.ac.za.

Okumele ukuqikekele:

- Akumele ube ingxenye yaloluhlelo uma ungazimele ukuzibandakanya kulo.
- Ungayeka nanomangasiphi noma inkulumo mpendulwano uma uzizwa ukuthi akuhambisani nawe.
- Igama lakho elisemthethweni alizubhalwa phansi kumabhuku okubika ucwaningo noma laziwe.
- Angeke sazise noma ubani ngemininingwane yakho.
- Imibhalo nemiqopho yenkulumo mpendulwano izogcinwa endaweni evikelekile mase iyacishwa ngesikhathi ingasa dingakali
- Angeke uhole ngokuzibandakanya kuhlelo locwaningo.

Uma ufisa ukuba ingxenye, sicela ushicilele langezansi:

Isiqinisekiso selunga:

Ngingu(amagama aphelele) ngiyaqonda ukuthi ucwaningo limayelana nani futhi ngiyavuma ukuzibandakanya nemibuzo ezodingakala. Ngiyaqonda ukuthi ngikhululekile ukuyeka nanganoma isiphi isikhathi kuhlelo lemibuzo nengxoxo.

Ngizimisele futhi ngiyakwamukela ukuthi inkulumo mpendulwano yenziwe ngeziqopho zokuyigcina

YEBO

CHA

(Kokiyezela impendulo)

Sayina

Usuku.....

Annexure B

Request for permission to conduct research: Farm management

10674 Dumisani Makhaye Village

EMPANGENI

3880

10 April 2018

To: Farm Management

Fruit star Farm

Nkwalini Area

Eshowe

3815

Request for permission to conduct research

I am Khethokwakhe Chonco currently doing my M.Ed.: Adult Education would like to request permission to conduct an educational research study in Eshowe. The Title of the study is A study of lived experiences of adults who work and enrolled for AET Programme at the farm: The Farm at Eshowe. The researcher will approach workers who are enrolled for the AET program directly and data collection will be done at the Centre where they conduct their lessons. An information letter and consent form will be given to participants. The objectives of this research are:

- To understand how do farm employees establish a balance between work, learning and family?
- To evaluate what is the impact of being employed and learning in their lives?
- To establish what type of challenges are within the process of working and learning?

The study will provide data on lived experiences of farm workers who work and study, which could be used in developing training interventions by the farm. Results of the findings will be shared with the farm and any parties that are interested and also made available at the University of Kwa-Zulu Natal library.

The study will be conducted through the University of Kwa-Zulu Natal, under the supervision of Dr Z Hlela (0332605849) of the Adult Education Department.

Your approval and assistance would be sincerely appreciated.

Yours sincerely

Khethokwakhe Chonco (Researcher)

Cell: 084 705 8552 or 063 4542179

Letter received by

_____ Designation _____ Signature _____ Date _____

Approval to conduct the study given by:

_____ Designation _____ Signature _____ Date _____

Annexure C

Approval Letter: Farm Management

10574 Dumisani Makhaye Village
Empangeni
3880
10 April 2018

To: Fruitstar Farm Management

Fruitstar Farm
Nkwalini Area
Eshowe
3815

Request for permission to conduct research

I am Khethokwakhe Chonco currently doing my M.Ed.: Adult Education would like to request permission to conduct an educational research study in Eshowe. The Title of the study is: a study of lived experiences of adults who work and enrolled for AET programme at the farm. The researcher will approach workers who are enrolled for AET programme directly and data collection will be done at the Centre where they conduct their lessons. An information letter and consent form will be given to participants. The objectives of this research are:

- To understand how do farm employees establish balance between work, learning and family?
- To evaluate what is an impact of being employed and learning in their lives?
- To establish what type of challenges within the process of working and learning?

The study will provide a data on lived experiences of farmworkers who work and study, which could be used in developing training interventions by the Farm. Results of the findings will be shared with the Farm and any parties that are interested and also made available at the University of Kwazulu Natal library.

The study will be conducted through the University of Kwazulu Natal, under the supervision of Dr Zamo Hlela (0332605849) of the Adult Education Department.

Your approval and assistance would be sincerely appreciated.

Yours sincerely

Khethokwakhe Chonco (Researcher)
Cell: 084 705 8552 or 063 4542179

Letter received by

R Pitso Designation HR Signature  Date 10/04/18

Approval to conduct the study given by:

A Grundling Designation G.M Signature  Date 10/04/18



Annexure D

Ethical Clearance Approval Letter: UKZN Research Committee



29 May 2018.

Mr Khethokwakhe Goodman Chonco (204010161)
School of Education
Edgewood Campus

Dear Mr Chonco,

Protocol reference number: H55/0355/018M

Project Title: A study of lived experiences of adults who work and enrolled for AET programme at the farm: The farm at Eshowe

Approval Notification – Expedited Application

In response to your application received 23 April 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Zamo Hlela
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

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Telephone: +27 (0) 31 260 3887/83504667 Facsimile: +27 (0) 31 260 4609 Email: ximbas@ukzn.ac.za / scmarron@ukzn.ac.za / mtshuod@ukzn.ac.za

Website: www.ukzn.ac.za



100 YEARS OF ACADEMIC EXCELLENCE

Founding Campus: Edgewood Howard College Medical School Pietermaritzburg Westville

Annexure E

Data collection tool: Focus group template

Our discussion is based on a topic: **A study of lived experiences of adults who work and enrolled for AET Programme at the farm: The Farm at Eshowe.**

Welcome

Introduce moderator.

Good evening and welcome to our session. Thanks for taking the time to join us to talk about your lived experiences throughout the journey of the AET program and work. My name is Khethokwakhe Chonco. Khethokwakhe is a Masters student at the University of Kwa-Zulu Natal specializing in Adult Education.

The results of the study

The results will be used to open doors to farmworkers as they aim to evaluate the impact of mixing work and learning. This can shine some light on other workers who are willing to enrol. It will also benefit the employer after being able to pinpoint challenges faced by his or her workers. This is also a master's study that will be kept at the University of Kwa-Zulu Natal as it is part of the requirements for Mr Chonco to complete his Master's Degree.

Why were you chosen?

You were selected because you are currently enrolled and work at the same time. This study is based on what you are currently experiencing which can shine some light on others. There are no wrong answers but rather different points of view. Please feel free to share your point of view even if it differs from what others have said. Keep in mind that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful.

You've probably noticed the microphone. We're tape recording the session because we don't want to miss any of your comments. People often say very helpful things in these discussions and we can't write fast enough to get them all down. We will be on a first-name basis tonight, and we won't use any names in our reports. You may be assured of complete confidentiality. The reports

will go back to you and get discussed to evaluate what has been written is what was discussed where necessary changes require changes it will be corrected thereof.

Guidelines

- No right or wrong answers, only differing points of view
- We're tape recording, one person speaking at a time.
- We're on a first name basis
- You don't need to agree with others, but you must listen respectfully as others share their views
- Rules for cellular phones and pagers if applicable. For example, we ask that you turn off your phones or pagers. If you cannot and if you must respond to a call, please do so as quietly as possible and re-join us as quickly as you can.
- My role as moderator/researcher will be to guide the discussion.
- Talk to each other.

Topics to be covered through questioning:

Need for learning.

Experiences with work while studying.

Experiences at home while studying and working.

Educator support and peers

Life-long learning

Content/ syllabus analysis

Overall impression

Well, let's begin. **We've placed name cards on the table in front of you to help us remember each other's names.** Let's find out some more about each other by going around the table.

- 1. *Opening Question:* Tell us your name and something you like to do in your spare time.
- 2. *Transition Question:* When you were told to enrol for AET or when you decided to attend AET what came to your mind?
- 3. *Transition Question:* When you started the class how did you feel?

Let us look at different categories within this discussion:

4. **Need for learning:**

4.1. Is there a need for Farmworkers to attend adult class?

4.2. What things you are interested to learn about?

4.3. Has the programme covered that?

4.4. How do you learn in your classes?

4.5. What are the challenges facing enrolled Farm workers for Adult Education and Training (AET) program?

4.6. Outside learning in class do you conduct any learning activity on your own? If yes, how do you do it?

4.7. Since you started the AET Program do you see any progress in terms of your literacy?

What have you gained so far?

5. Experiences with work while studying

5.1. How do you balance work, studying and family?

5.2. How important are adult classes for you as farm worker, family member and community member?

5.3. Do you get study leave or work time reduction to get extra time for your studies?

5.4. Does your work relate to the content of your studies?

5.5. What influence do your studies have in the way you perform your work or towards your work as a whole?

6. Experiences at home while studying and working

6.1. What you normally do when you get home or in your hostel?

6.2. When given homework, do you get time to do it? If not, what is the reason?

6.3. Do you stay with your children? How many of them? And are they still in school?

6.4. Are you able to assist your children with homework and also do yours?

6.5. Do you stay with your spouse? How supportive is your spouse towards your studies and also in balancing home needs?

7. Educator support and peers

7.1. Do you get the support that you need from your educator when you need help?

7.2. How do you find the pace of lessons when educators are teaching (is it fast, slowly or reasonable pace) and if a learner did not understand or did not follow what do educators do?

7.3. How helpful are other learners during classroom activities?

7.4. Are there any arrangements that are available for learners with difficulties? If yes, what difficulties have been identified and how to deal with them?

8. Life-long learning

8.1. Since you started in an AET program has it made it easy for you to understand other things within your life experiences that require literacy?

8.2. Do you have the interest to study further after this program? If so, what made you decide that way? And also what is it that you interested on?

8.3. Do you share what you have learnt with other people close or related to you such as your children, siblings or anyone to test and share your understanding?

8.4. Do you participate in informal discussions to discuss topics that relate to what you learn within the AET program?

8.5. Does your life experience assist you to understand your lessons better?

9. Content/syllabus analysis

9.1. Tell us more about the subjects you are doing in terms of how do they relate to your life or do you find a link on what you do in class and your life?

9.2. What areas or content that you feel that you have learnt that may make you feel that you need more information on as it might assist you in life?

9.3. Do you find what you learn through the AET program useful? And how?

9.4. Do you have a subject that you like and subjects that you don't like and why?

10. Overall impression

10.1. Can you advise other employees or anyone at your level of education to enrol for the AET program? And why?

10.2. What is the overall impact of this program on your life since you have started? Do you see any change?

Thank you for taking your time in sharing your in-depth experience through the AET program and the different lived experiences shared.

Annexure F

Data Collection Tool: Semi-Structured Interview Schedule

Instructions:

1. Kindly respond to all questions
2. The interview schedule consists of 7 sections.
3. Mark with an “X” where relevant

NB: All information gathered will be kept confidential.

Section 1

Biographical data

1. Age

Between 16 - 25 26 – 35 36 – 45 46 – 55

2. Marital Status

Single

Married

Other

3. Residence while work

Stay at home Stay at hostel

4. Stay with family

Yes No

5. Work experience

0 – 2 3 – 5 6 – more

6. Type of work

Office-based Field based

Section 2

Literacy background data

7. What is your highest level of education?

8. Tell me more about your level of reading and writing skills. How much can you write and how much can you read?

9. Do you experience any challenges in operating technology such as cell phone, automated teller machines, television and many more?

SECTION 3

Education perception data

10. Discuss in your knowledge and experience, how important is education in a person's life?

11. Discuss how important is education in your work environment and at home?

Section 4

Career choices

12. What are your experiences at the farm?

13. What was your initial interest in Adult Education (AET) classes?

14. Discuss how you did you choose to enrol for AET? Was it by choice or through employer training intervention?

15. How does enrolment for Adult Education and Training (AET) impact on life of a farm worker?

16. What you were interested to learn before enrolling?

17. What expectations did you have towards learning?

18. Are there any ways adult's classes have fulfilled your needs?

19. What are the positive lived experiences of farm workers enrolled for Adult Education and Training (AET) classes?

20. How do your life experiences shape you in terms of literacy?

21. How do you design schedules that facilitate work and adult classes for enrolled farm workers?

22. Explain the learning environment for adult classes?

Section 5

Social support

23. Is your family supportive of your studies?

Yes

No

If yes, answer 21.

24. Describe how they support you?

25. What challenges do you face in the community as the adult learner?

26. If you are not getting social support from your family what are your concerns about the lack of social support towards your studies.

27. Where do you get formal support from?

Work/employer support

Teacher support

Study group support

Section 6

Economic status

28. Are you permanently employed by your employer?

Yes

No

29. What is your other source of income?

None

Disability grant

Care-dependency

Grant

Other, specify _____

30. Is your above source of income sufficient to meet your basic needs and those of your family?

Yes

No

If no, answer 26.

31. Please explain how you survive_____

32. How many dependents do you have? _____

1-3

4-6

Other, specify _____

SECTION 7

EDUCATION AND STIGMA

33. How do you feel about your education status?

34. Do people make remarks, in your presence, that indicate that they

Are aware of your educational status?

Yes

No

If yes, answer 30.

35. What kinds of remarks?

36. Explain how you feel about those remarks.

Thank you for the time taken to respond to these questions.